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Inter-American Understanding and The Preparation of Teachers

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FOREWORD

TO PROMOTE inter-American understanding, a number of public-school systems, teacher-preparing institutions, State and county education departments, and the U. S. Office of Education recently cooperated in a series of experimental or demonstration centers. This bulletin describes the work carried on by 22 of these centers aided by a grant from the Office of the Coordinator of Inter-American Affairs.

After giving a brief overview of the problems, and a résumé of early services of the U. S. Office of Education in promoting inter-American understanding, the bulletin reports the activities of the experimental centers for in-service and pre-service preparation of teachers for inter-American education. The work of the centers was directed by an advisory committee of the U. S. Office of Education staff, the members of which were: Bess Goodykoontz, John C. Patterson, Katherine M. Cook, Helen K. Mackintosh, Jessie Lane, and C. F. Muncy. Assisting the committee, and appointed at different times for coordination or field service, were: W. J. Sininger, director of teacher training, New Mexico Highlands University, Las Vegas, N. Mex.; J. T. Reid, director of extension and professor of education and L. S. Tireman, professor of elementary education and head of the department, University of New Mexico, Albuquerque.

The Office of Education wishes to express its appreciation to the project directors, committees, visiting teams, administrators, supervisors, teachers, and pupils of the centers and cooperating schools, who through unselfish efforts contributed to this program.

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There are many things to talk about when we speak English. Pre-first-grade Spanish-speaking class.

I. PREPARATION WHICH TEACHERS NEED FOR INTER-AMERICAN EDUCATION

As the spiritual and intellectual horizons of the American Republics expand to a fuller awareness of one another and to a keener realization of the necessity for getting along together, the Good Neighbor philosophy grows. In the United States this social awakening leads to new demands on schools. Teachers face school and community problems in inter-American education for which their training has not prepared them adequately.

As a result, although many schools are meeting their responsibilities in a fine way, there are others where instruction about our neighbor republics is too often limited to page assignments in textbooks, many of which deal in generalities with little meaning to children. Question and answer "recitations" are too often the rule rather than the exception. Memorization is required without understanding. Teachers give children lists of questions "to find the answers to" on facts for which they have no use. Children are reading meager textbooks aloud "in class," one paragraph at a time, struggling over every hard word. Many fail even to comprehend the meaning of what they read, to say nothing of taking part in activities which give understanding of the things they study. They are given but little opportunity to use in intelligent informal conversation the ideas gained by reading. They write no original stories, do no other creative writing. They do not express themselves creatively through art or handicrafts. They plan no trips, write no letters to children of other countries.

While countries next door are fighting for free elections and democratic government, many of our children, without help in the study of these events which may be shaping even their futures, are wasting time on difficult names of insignificant places, study that is not significantly related to life, written assignments that have little purpose but to keep the students occupied.

In many high schools too few students are guided in finding and discussing important problems, in getting understanding of these, in organizing their study into meaningful and correlated units. There are teachers of classes in geography and modern history who are required to spend their own and the children's hours on the "course of study" only. They have no time for "Latin-American education", they say, not realizing what an important part of geography and modern history is concerned with the other American republics. Many teachers do not have access to motion pictures of Latin America, and some to whom such pictures are available

do nothing to prepare their students to study them critically or with understanding, or to give proper guidance in the students' use of the theme and ideas presented by the picture after the showing.

Each September hundreds of teachers in the United States face crowded classrooms of Spanish-speaking children who when they enter school know little of American ways and scarcely a word of English. There is inequality which handicaps us in friendly relations with other countries. It builds poorly for our own country's future. As an example, take a three-room school in a Spanish-speaking agricultural community. There's not a bulletin board, library corner, children's encyclopedia, magazine, or set of pictures in the building. A case of maps in the upper-grade room is the only item in the way of materials of instruction other than texts. In the middle grades, five children are without a text. First-year Spanish-speaking children who know no English and have little experience even with picture books are hurried into reading the first week of school. In March they call the words of the primer, but cannot speak or comprehend simple English sentences. Their school activities are solely reading and number work.

In one school some 60 beginners who came without knowing English sat in a crowded room learning to recognize and say English printed words without understanding the meaning. For seatwork they copied long rows of figures and columns of A, B, C's. When we realize that this situation is repeated many times among schools for the Spanish-speaking, we can understand one of the reasons why Spanish-speaking children become retarded and drop out of school early.

In situations like these, and many others, teachers are standing before their children and young people at the crossroads of civilization today. One road is the way to international understanding and world survival. The other is the way of arrogance, hatred, and world destruction. The road they choose for their young charges depends on knowledge, instructional skill, and spiritual insight. Part of the responsibility for the choice they make rests with staff members of teacher-training institutions and school administrators and supervisors. Let us glance at the problems for which teachers need preparation.

Some of the problems deal with the children themselves. What should boys and girls be taught about Latin-American countries and ways of living to make their own lives broader, more understanding, more appreciative? What do they already know that can be used as an approach? In what are individual pupils most interested? What kind of curriculum should be substituted for the academic outline? What things are important for children to know about Latin-American countries?

There are problems related to materials of instruction. What textbooks, storybooks, factual material, literature, music, art, and maps about other American countries are most useful for children and young people? Where can these and other materials of instruction be obtained? How should they

be used? What books and bulletins have teaching suggestions and aids for organizing, filing, and using the new materials?

Some problems are related to experiences. How can we help our pupils have real experiences and contacts with Latin-American young people in other countries? For example, how can we help them take part in inter-school correspondence? How guide them as they introduce present-day relationships with Latin-American countries into youth discussion groups? How can we make more functional their study of Spanish? Why can't our high schools include travel in Latin-American countries in the programs of their senior students?

In the education of Spanish-speaking children in our schools are important unsolved problems of administration and instruction. How can we secure equality of educational opportunity? How can we guide them and keep them in school in their present unequal struggle? Of what should their educational program consist? How can we help the children of different language groups to understand and appreciate each other and make the psychological adjustments required for getting along together?

Practically all of the problems are related in one way or another to school and community relationships. How can the inter-American program of the English-speaking school be made to reach out into the community and gain the sympathy and increase the understanding of adults? In Spanish-speaking communities, how can the cooperation of the adults be won, in order that children may be encouraged to attend more regularly, become more healthy, go forward toward graduation, take part in community improvement?

What do teacher-training institutions need to be planning for their inter-American programs? Should courses in Spanish be offered? Are books and other instructional materials easily accessible to the students and placed where workers can use them in groups? How can the prejudices of future teachers who avoid preparation for their work with Latin-American children be broken down?

Only recently have institutions for the education of teachers taken these problems into account in the pre-service preparation of teachers, and even yet, far too few have programs adapted to the needs. Many schools lack supervisors who can give the needed guidance to teachers on the job.

There are situations which point to progress. Some of these show that individual teachers are finding solutions for some of the problems.

For example, there are high-school English classes where students in public speaking use current news items about our relationships with Latin-American countries. During part of the class period in one of these schools, a student leader conducts the class as a forum and the others seriously discuss their reports. As outside extension of their study the boys and girls read newspaper and magazine articles and write interpretations, questions, or comments about each article. Sometimes, individual students specialize

in information about a single country and are ready to answer questions at a moment's notice. These young people are learning to understand and talk about problems of international relations. Through discussion they see reasons for respecting and appreciating other people and their ways of living, and get experience thinking about the things they read and checking their thoughts with others.

In a fourth-grade room (*Bibliography, 28, p. 99*), boys and girls recently engaged in spirited study of different Latin-American countries. Outstanding in their work on Mexico, was a collection of objects of Mexican craft work. The children, many of whose parents had traveled in Mexico, brought the pieces from their homes. The children had started the work with an impromptu dramatization of a story in a book and then decided that they could reproduce some of the scenes of Mexican life more realistically than the author had. With the teacher's guidance, they organized study groups, a reading club, art committees. They had plays; read books and reported on them and discussed and argued over the reports! They planned trips, listened to music, danced, wrote poetry, and kept personal notebooks—all aimed at getting a better understanding of our Mexican neighbors and their country.

They used practically all the school subjects for their study—language to help them give the kind of reports to which the rest of the class would like to listen; arithmetic for learning to measure accurately and figure proportions when reducing or enlarging their drawings; spelling to learn to spell correctly the words required for note taking; art for making more effective posters and displays; music for learning the Mexican dances and songs. And if they slighted their geography books in the least, it was because they spent so much time poring over their collection of road maps, railroad and air lines, and travel folders. After 7 weeks the project was closed with a program for parents, but the children's interests in Mexico were unabated, even at the end of the year.

A creative teacher in a town in Texas a short time ago was concerned about the lack of interest which the Latin-American children displayed in the academic program. Having had some training in woodworking and the use of plastics and metals she decided to give the children an opportunity to work with these. After a little experimenting in her classroom, she persuaded the principal and school board to permit her to use a small building as a handicraft room. There eventually she built a program for teaching boys of the elementary grades what she knew about making things. Equipment in that small room was limited and crude, but there was real education in progress. The children were polite, their eyes shone, and they talked quite spontaneously in English about their project, the sharing of tools, the use of materials. So eager were they not to lose a minute's enjoyment of the precious tools and the experience of creating something beautiful or useful that truancy was reduced and habits of promptness were

acquired. The pupils' interest in academic subjects increased along with their happiness in this crafts program.

Among adults, here and there, opportunities are made for Spanish-speaking people to help develop the kind of education which they want for themselves and their children. Usually they are eager to meet the school more than half way in nutrition programs. They want their children to be healthy. Striking, too, is their desire for books and materials for their children. Most Latin-Americans wish to learn to speak and read English and are eager to join classes when these are available.

In one community where Mexican-American parents have organized a parent-teacher group, the mothers assist with the school lunch and cooperate in providing milk for the children to drink at mid-morning recess. The cooperation of these parents in a Saturday demonstration program for teachers of neighboring communities was inspiring. They sent their children to school in the morning. At noon, the time when the men could be excused from their work in filling station, laundry, and other service jobs, the parents contributed to the program themselves. "As a citizen of the community, I want to thank our visitors for coming here today," said the vice president of the club, voicing his appreciation of the occasion and his sense of civic responsibility in a soft-toned speech of welcome in English. Others spoke in Spanish, and their talks were interpreted.

Such are the situations which one meets in scattered communities over the United States where problems are being solved. To meet the needs of children thus effectively, teachers should have preparation and training for understanding and guiding children and young people in their projects and activities, for selecting and using subject matter and materials wisely, for utilizing community resources, for planning and curriculum organization, for developing school and community relationships. Teachers of Spanish-American children especially need assistance in understanding and guiding sympathetically their boys and girls of foreign language and culture, in improving and eliminating over-crowded conditions in schools, and in community development.

Many schools, like the ones just mentioned, are working with a minimum of equipment and materials and yet are making progress. Inter-American friendships and understanding are taking hold. By their work each day teachers are proving their faith in the Good-Neighbor policy.

Other schools and teachers wish to begin programs and are seeking suggestions from the successful experience of those who have moved ahead. Recognizing their need, the U. S. Office of Education increased its service in inter-American education to include the schools and colleges of 22 experimental centers for the purpose of discovering and trying ways of bringing new life and understanding into English-speaking pupils' study of other American countries and of improving the educational programs of Spanish-speaking children. This bulletin traces the background and development

of these centers and presents the suggestions and findings of specialists, committees, and teachers who cooperated. It is intended for administrators, supervisors, State-education departments, and others who are interested in using experimental or demonstration centers as means of teacher preparation or research. In it teachers may find ideas for improving their work in inter-American education.

II. OVERVIEW OF AN INTER-AMERICAN CENTER SERVICE FOR IMPROVING TEACHING

BACKGROUND OF THE SERVICE

Emphasis on instruction in the field of international relations is not new in the Office of Education. To help teachers and educators be informed about international educational relations has been an objective of the U. S. Office of Education since 1867, the first year of its existence. As a step toward the goal, Henry Barnard, first U. S. Commissioner of Education included with his annual report[1] two circulars of information, one entitled "Public instruction in the Canton of Zurich"; the other, "System of secondary schools in Prussia." The next Commissioner's report appeared in 1870 and in it the service was broadened, with two South-American countries in the picture—Equador and Argentine Republic.[2] To the Commissioner's report of 1871, an "Annual Statement of the Progress of Education in Foreign Countries," was appended.

Later, and still before the turn of the century, our concept of instructional service concerned with international relations included intercultural education in our own country. We were becoming increasingly sensitized to the need for better education for Negroes, Indians, and Chinese in the United States.[2] Study of the educational systems of foreign countries was enlarged and a specialist[3] was engaged in the work.

Peaks of interest in the more recent efforts to improve inter-American relationships through the schools were marked by the First and Second World Wars. Then special emphasis was placed on the improvement of inter-American understanding, neighborliness, and the teaching of Spanish, and on better schooling for Spanish-speaking Americans in our own country. Among publications (*Bibliography, 1–21, p. 97–99*) which the Office has contributed to the cause are (1) bibliographies and bulletins useful to teachers and school people who work with bilingual children and minority groups; (2) instructional materials, including reports of teachers

[1] Report of the Commissioner of Education for the year 1867–68. By Henry Barnard. Circular number seven. "Public instruction in the Canton of Zurich." Circular number ten "System of secondary schools in Prussia."

[2] Indexes to the publications referred to are published in: (1) List of Publications of the United States Bureau of Education, 1867–1910, Washington, D. C. U. S. Government Printing Office. 1940. 57 p. (Bulletin, 1910, No. 3); (2) List of publications of the Office of Education; 1910–1936. Washington, D. C. U. S. Government Printing Office. (Bulletin, 1937, No. 22)

[3] Anna T. Smith.

and others who are introducing inter-American education into the school program; and (3) educational surveys of schools which enroll Spanish-speaking children. The surveys include studies of schools in Mexico, Puerto Rico, Hawaii, the Philippines, our Southwest, California, and Washington State. The publications have been widely distributed.

INTER-AMERICAN CENTERS—EARLY ACTIVITIES

It was with the approach of the Second World War, in the late fall of 1941, that opportunity came for the U. S. Office of Education, in cooperation with the Office of the Coordinator of Inter-American Affairs, to add another phase to the service for preparation of teachers. This was the development of demonstration centers in schools and institutions that were interested in inter-American friendship and wished through conferences and consultation to share ideas and experiences in the inter-American field with groups of teachers in the schools around them. For this work, a center was thought of as a school or group of schools which worked to improve its own program and give service to neighboring schools. In this period the emphasis of the work was on helping English-speaking children learn more about the people of other American countries and their ways of living.

To improve their own programs, the centers added units of inter-American activities and subject matter. They developed new projects such as correspondence exchanges, Latin-American clubs, workrooms, and celebrations and festivals. They increased their supplies of books and other materials. Later many shared their ideas and experiences with neighboring institutions. Reports of activities of these centers are included in U. S. Office of Educational publications. (*Bibliography 13, 14, 15, page 98*). After the trial period all centers retained the inter-American programs which they had developed for themselves. In addition, some of the centers were invited to cooperate with the Office of Education in a new phase of the work.

A NEW PLAN AND WIDER SERVICE FOR CENTERS

The work which is described in the remainder of this bulletin was planned in 1943. Twenty-two centers were selected for experimentation leading to improved preparation of teachers for inter-American education. The purpose of the work in the various centers was twofold: (1) To try ways of preparing pre-service and in-service teachers to help English-speaking children understand the problems and ways of living of people in other American republics and the problems of all of us in getting along together; and (2) to develop better procedures for preparing and guiding the teachers of Spanish-speaking children within the United States. Out of this trial of ideas it was expected that procedures would be evolved for improving techniques of preparing teachers for inter-American education.

General consultative and advisory service from the Office of Education was provided by a steering committee, a project supervisor, and field consultants selected according to the needs of the centers, and local and regional supervisors. The steering committee was a policy-making and administrative group, representing different fields of service and personnel with special contributions to make to the project. The Assistant Commissioner of Education was chairman. Other members were the chief, and assistant to the chief, of the American Republics Section of the Division of International Educational Relations; the consultant in educational services; and the specialist in elementary education. The project supervisor of the Inter-American Republics Section coordinated the activities of the centers, distributed materials, solicited reports for duplication or printing, and helped supervise and evaluate activities.

The 22 centers include four public-school systems, a State education department, a county education department, and several colleges and universities engaged in the preparation of teachers, some of which cooperate with public schools in their respective vicinities. These schools and teacher-preparing institutions had either cooperated with the Office of Education previously or made significant contributions of their own in inter-American education. The centers were representative of all sections of the United States with concentration on the Southwest because of the urgency of the problems of Spanish-speaking children there. Texas had four centers. California, Colorado, Illinois, and Missouri each had two. One center was located in each of the following States: Connecticut, Georgia, Kansas, Michigan, New Jersey, New Mexico, New York, Pennsylvania, Washington, and West Virginia. A list of the centers with the persons in charge of the inter-American program in each is on pages 95 to 97.

In line with the twofold purpose of the project, and with allowance for overlapping, the centers generally can be classified into two groups—those serving teachers of schools attended by English-speaking students and those serving teachers of Spanish-speaking students. Centers of both groups worked to improve the pre-service and in-service preparation of teachers. In line with its objectives the first group placed its emphasis on helping children learn more about other American countries and their ways of living; the second group tried to help teachers improve the educational program for children of Spanish-speaking descent, particularly in our Southwest where there are large numbers of Spanish-speaking children.

In the first group, working with teachers of English-speaking pupils, were 16 centers. Six of the 16 concentrated efforts on pre-service training, particularly the development of an inter-American workroom in which student teachers might become familiar with children's books and teaching materials in inter-American education, use these in making teaching plans and in student teaching, confer with other students and staff con-

sultants, and learn how to select and handle motion pictures, phonograph records, and other equipment for teaching inter-American subjects. Ten of the 16 mainly worked with in-service teachers and sought to achieve their purpose through teams of consultants. These teams were usually composed of teachers, staff members, and specialists. The average number of persons on a team was 5. A few teams included visitors from other American countries, some of whom were students in our universities. The teams traveled to neighboring schools for conferences, consultation, and observation, through which they shared ideas with the teachers and administrators visited. They also gave assistance to teachers who came to the centers for aid.

In the second group, working with teachers of Spanish-speaking children, were the 6 remaining centers. These centers helped teachers to set up the kind of school-community programs which would enable the children to live better in their communities and guide them in becoming useful citizens. They also established opportunities for students in training to observe good teaching and to have teaching experience where many Spanish-speaking were in attendance.

In order that staff members of the institutions which took part might be free to give a proportion of their time to the project, unhampered by other duties, small grants were made to the centers for additional personnel, secretarial help, and materials. In 1943–44 centers that developed workrooms received an average of $308; those which sent teams of specialists to serve neighboring schools, an average of $500; and those working with Spanish-speaking children in the Southwest received approximately $1,333 each. Each center that received a grant contributed an equivalent amount to the project in the way of local personnel, equipment, and service. Payment of grants was made upon direction of the office steering committee and was a function of one of its members.

In 1944–45, the six workrooms and two summer programs were discontinued. The grants were increased to an average of $592 for 10 centers with teams of consultants and $2,650 for 3 programs in the Southwest. Later, arrangements were made for centers that did not use all the allotted funds in 1944–45 to continue their services in 1945–46.

III. WORK OF CENTERS FOR TEACHERS OF ENGLISH-SPEAKING CHILDREN

The 16 centers that were working to discover effective ways of teaching English-speaking children about other American countries planned their major activities—their workrooms and teams of consultants—according to local facilities and resources. Of these centers, the 6 that experimented with workrooms were teacher-preparing institutions. They tried different ways of giving guidance to students in training. The 10 that provided

teams of teachers and specialists for visiting and consulting service considered the resources and guidance which would be needed in the schools round about them. An account and evaluation of each type of program follows:

PRE-SERVICE EDUCATION THROUGH INTER-AMERICAN WORKROOMS

The goal of the workroom program was to discover ways of bringing into the preparation of teachers, experience in selecting and using the materials of inter-American education in as practical a situation as possible. The grant was used for the salary of a workroom supervisor and for the purchase of reference books, children's books, films, recordings, and instructional materials for the improvement of teaching. Activities in the trial of the workroom idea were connected with (1) organization, (2) the use of materials, (3) making activities functional, and (4) appraising results of the workroom in effective student training. Some of the results were stimulating, others disappointing. Following is a description of operations in the four fields of activity:

Organization to Widen Workroom Services

A common practice was to place the workroom under direction of a social-science "training teacher" selected from the college staff for her skill in laboratory teaching in the elementary or junior high school, and for her enthusiastic and successful experience with student teachers. Arrangements were made to keep the room open during regular study hours. Usually it was planned for the director to be available at least 4 hours per day to talk with students and frequently for her to be free to supervise inter-American projects and programs planned by the student teachers for the laboratory school.

The workroom and the activities correlated with it were intended to be continued from the first week of February through June 30 in each institution—approximately 4½ months. In all its phases the project was expected to enable students to help children gain significant understanding about inter-American relationships.

Generally, the space for the workroom was a corner of the college library. One college later transferred the materials to a room in the education building where they were used by more people.

An attempt was made to coordinate facilities of the workroom with the students' study programs and other activities. This required individual guidance of students by director and other staff members.

From a report of one center, we learn:

> The workroom, located on the second floor of the library, was about 16 by 20 feet and well lighted. The equipment included two large tables, three small ones, two bookshelves, two bulletin boards, and plenty of chairs. The materials were present and in place, and attractively arranged so as to encourage maxi-

mum use. For instance, the books, instead of being all in one shelf, were arranged about the room, on tables mostly, in groups of six or eight, by general subjects. The same was true for the pamphlet material. Students used the room for browsing and for working with one another on plans for curriculum units. Students also arranged for meetings. For example, one evening about 35 students attended a roundtable on Latin-American affairs, sponsored by students. Two staff members and the supervisor of the project were present. Five students presented digests of reading on Latin-American affairs, and each report was followed by questions and discussion.

How the Workroom Materials Were Used

In the workrooms, students had opportunities to learn what materials in the way of textbooks, pictures, films, and phonograph records were available and from what sources. They could study materials suited to children at different ages and incorporate many kinds of materials in teaching plans. For example, they could examine pottery and textiles, study paintings, listen to music, view motion pictures. They could learn what materials they might recommend for purchase by school boards where they would later teach. While some of this type of experience could be provided by instructors in classrooms, more of it appeared to be secured through the workroom by students working individually under guidance of instructors or in conference with other students now and then. Workrooms ideally are active places. Ordinary classrooms too often are static.



Scene in Inter-American workroom. Demonstration-school pupils and student teacher.

Efforts were made to select materials that are significant, varied, attractive, informative, and interesting. The Office of Education provided a suggested purchase list, annotated from the standpoint of accuracy, nature and adequacy of subject matter, and varying levels of reading difficulty. From this list each center was expected to purchase materials, using the money granted for this purpose and money available from its own budget. The Office of Education provided the following materials on loan:

Loan packets.—Collections of instructional materials on inter-American friendship and understanding for elementary and secondary school pupils and for college students and adults were brought together in packets. Colleges with workrooms were allowed to borrow them on indefinite time limit. They included bibliographical material, teachers' reports on curriculum units developed in their classes, suggestions to teachers for guiding students in their study and sponsoring Pan American Clubs and other inter-American activity, and pamphlets of information about the American republics and their problems in getting along together.

Free materials.—The Office of Education offered free publications to the workrooms on indefinite loan. From week to week the Office added to these publications. Chief sources of these free materials were Government agencies.

Exhibits.—From Government agencies exhibits of handicraft, paintings, photographs, products, and textiles from other American republics were sometimes secured on loan. Lists of these were sent by the U. S. Office to the workrooms.

Films.—The Office of the Coordinator of Inter-American Affairs had film depositories over the country and from these the centers could frequently secure films. A list of these films was included among the free materials supplied by the Office of Education to its workroom centers.

It was desirable for the service of the workroom to reach beyond the college. For example, the workroom of one college was used by teachers from 20 of the city's schools. The director circulated exhibits among the schools. These were supplemented by the art and handicrafts which the children brought from their homes. The supervisor and the curriculum director of the city system used book lists and bibliographies belonging to the workroom to select books for a traveling library for the city schools. They also found the room useful when they wished to examine books before ordering. In addition to its service to student teachers, classroom teachers, and school children, the workroom was of use to community leaders for a community celebration of Pan American Day.

Making Workroom Activities Functional

The aim of the workroom centers was to provide inter-American experiences which would be of direct use to student teachers in their practice teaching. Each student was required to work on plans for a curriculum unit, a bibliography, or a term paper which would later be used by her either in the laboratory school or in her own school.

It was desirable that each student's study be the outgrowth of a problem set up by that student and that the plans made actually be used in

laboratory school or community. Some students were able to use community resources, including people and materials in their work; others confined their activities to the college classes and workroom. Some, but not all, activities were developed in connection with the laboratory school by students teaching there. In instances, student teachers, critic teachers and supervisors, students not yet doing their student teaching, and sometimes community leaders cooperated. Colleges that conceived of their laboratory school in a community setting helped their students to use the workroom in connection with school-community activities.

The following quotations from the report of one director[4] illustrate some of the problems and possibilities of the workroom in the pre-service preparation of teachers:

> On February 1, 1944, when the workroom was established, the training school was in the middle of projects already worked out in a course of study determined during the preceding year. The director of the workroom met the teachers and explained the purpose of the workroom and displayed samples of the materials.
>
> The training school supervisors were interested in the facilities of the workroom and were in accord with the plan. The problem was how to incorporate Latin-American subject matter in a project on Egypt, for example, which was to be followed by a study of South Africa; or a project on Canada; or a study of Europe. The fact that we had the smallest group of student teachers in almost the entire history of the college to use the workroom did not help matters. The meeting broke up without a satisfactory solution of the problem. * * *
>
> Later the director talked to each of the supervisors individually and found there were a few things that could be done. For example, the seventh-grade supervisor decided that 10 of her pupils could well make a special study in addition to their regular classroom work. These were capable youngsters who needed something creative to do while others did necessary review. If the director would undertake to help the 10 in a study of some phase of Latin-American life, they could be excused from the regular recitation period 1 or 2 hours each day to work on it. The director "would." She saw the possibility of demonstrating the use of the workroom to students.
>
> There was publicity in the city papers about the activities of a newly formed local Pan American Travel Association, so the youngsters and the director decided they would plan a trip to Mexico City via the Pan American Highway, from Springfield, Mo., their home. In working out their imaginary journey, they learned about hotels and foods, customs, geography, climate, arts and crafts, legends, something of pronunciation.
>
> Then the children wrote a playlet and presented it to an audience that had somehow increased from just the members of their class to the principal and a supervisor and her class in high-school American history. The program was interspersed with colored slides. The children's training-school teacher was so pleased with what the students had done that she plans next year to have a longer and more comprehensive study of some Latin-American country or group of countries, this time to be made by the entire class with student teachers assisting. * * *
>
> Other activities of the laboratory school using the facilities of the workroom

[4] R. A. Wiley, Southwest Missouri State Teachers College.

included Latin-American songs in the third grade; folk dances typical of Latin America in physical education classes; special dances for Pan American day and assemblies and folk dances while reels were being changed in the showing of motion pictures; study of the art forms of Latin America from time to time in most of the grades in the laboratory school with student teachers participating; art display for a parent-teacher association meeting; and a collection of Latin-American art materials made by art supervisors, chief librarian, and student teachers for use in the training school. In the fifth grade, one student-teacher assisted the supervisor. She found the workroom materials useful and the director helped her plan additional activities and find supplementary reading for the pupils. This group of children and the student teacher planned a program for the school children of the city.

Examples of student teachers' activities, some functional, others academic, in the several workroom Centers include:

Making lists of materials
Class reports on travel books on Latin-American countries
Development of a Latin-American fiesta dramatization for assembly
Learning Latin-American songs, including the Mexican anthem
Making an exhibit of Latin-American art work
Reviewing motion-picture films on Latin-American countries
Display of books on fourth-grade reading level
Directions for games and other Latin-American recreation
Preparation of Latin-American foods in home economics class
Making mural showing ocean port blended quickly into mountain scenery

Activities like these appeared to be effective when planned in relation to a comprehensive unit of subject matter about inter-American countries, developed in conference with other students and staff members, and taught in the laboratory school. However, most were not developed in this way.

Appraising Results of the Workrooms

Since the project was not planned for scientific appraisal, the colleges evaluated their work informally and recorded their opinions of progress. The director of each workroom was asked to make a report to the U. S. Office of Education. Items considered in the form for this report were: (1) Work of the students, (2) problems met in the organization and administration of workroom activities, (3) results in the form of new interests and activities, and (4) general appraisal of the program.

Reports of the work of students revealed difficulties. When the workroom project was set up, it was hoped that the work of students would be vitalized by its use; that students would become interested in knowing more about inter-American relationships and inspired to contribute to the good-neighbor philosophy in their teaching. Samples submitted with the reports indicated that, although the program had been interesting and promising, the hopes had not been fully realized. While some of the samples showed understanding and comprehensive study, the studies on the whole were meager in content, academic in nature, had not been developed with children and their interests and needs in mind, had not been taught,

and did not contain suggestions for things to do besides study from books. Some were bare outlines of subject matter with few ideas about ways in which pupils could use this to gain insight into the problems and ways of living of people in other countries. Some appeared to have been prepared merely as subject matter to be "presented" to some vague "audience" of future pupils, or as lists of "activities" with too little regard for improvement of living or development of understanding and appreciation.

Problems and difficulties in the administration of the workrooms varied with the interest of the staff and the organization of the college. Inadequate organization of staff members and lack of proper publicity among staff and students hampered some workrooms. Smallness of space was a hindrance to some. One reported difficulty in finding a location accessible to all who needed it. A workroom in the corner of a library was not satisfactory, because students were unable to confer with one another or the director about their problems without disturbing students who were using other sections of the library.

There were difficulties in making materials accessible. One college was unable to take materials out of departments of the college where they had been placed and locate them collectively in the workroom. Another could not remove books from their regular classification in the library to the workroom for any length of time. One director wrote that the booklist provided by the Office of Education with suggestions for books to be purchased should have included more books in special fields, in addition to the basic books which it did contain. Some directors were hampered in purchasing materials by delay connected with the grant from the Office.

Some colleges could not arrange suitable programs for all workroom students. Some could not provide courses that contained Latin-American subject matter. In one, students were not working in the laboratory school this particular semester, which meant that the workroom activities of these students could not be applied immediately in real teaching.

Another difficulty was lack of readiness for the workroom type of activity on the part of training-school supervisors, teachers, and other members of the college staff. Some had a philosophy which confined the preparation of teachers more or less to reading for information, and excluded work experience, and the use of school-community activities with the broader study and preparation required for these. Some staff members were plainly uninterested in Latin-American subjects and could see no reason for including them in the programs of students preparing to teach in the United States. It appeared to be difficult for some student teachers to get the staff guidance which they needed to plan functional studies. There were not enough opportunities for students to teach the work they planned. Some of these difficulties could have been removed with longer periods in which to try the workroom idea, and with additional assistance from the Office of Education.

A number of favorable results were reported from the trial period of 4½ months. They should not be over-rated, as not all were uniquely related to the workroom as a means of education. Some could have been achieved at less expense by bibliographies. The following results may be included:

Having materials easily accessible suggested to students and staff members the use of these in connection with community activities as well as in projects of the training school.

Appropriate materials at hand inspired students to celebrate Pan American Day.

In some cases, Latin-American subject matter was added to existing courses.

New courses in Latin-American history and geography were added.

Students in the training school visited the workroom and became interested in fiction, travel, and informative reading connected with inter-American themes.

Instructors wanted to continue the workroom for the summer session.

In the summer, regular teachers who returned to the college from their schools, used the workroom with more vim and purpose than students just beginning their experience in the laboratory schools.

The attitude of laboratory-school supervisors changed from one of passive agreement to one of active cooperation.

Staff members outside of the laboratory school became interested in the workroom and hence in inter-American education.

The workroom brought new materials to the college.

County superintendents made indexes of materials in the workroom for the use of their teachers.

It will be noted that the results listed suggest new interest in the subject. The general statement of desirable results in the directors' reports indicated that interest had been aroused, but that teaching practices, even in training schools, were occasionally inadequate to achieve anything but academic "classroom" type of instruction. Mere interest should be discounted unless it leads to valuable activity, important understanding, or desirably changed practices. Sometimes workrooms fell short of the latter.

Notwithstanding the fact that all of the workrooms did not achieve the results toward which they had directed their efforts, experimenting with the idea was worth while. Directors, staff members, and students received inspiration, gained appreciation of significant knowledge about the other Americas, and their practical experiences were in the right direction. The report from which quotations are made on pages 13 and 14 with items of similar nature here and there in other reports show that the workroom has possibilities for the development of an instructional program, not only for understanding and appreciation of the other American republics, but for other fields as well.

IN-SERVICE IMPROVEMENT THROUGH TEAMS OF CONSULTANTS

The consulting-team phase of the project was planned for teachers in the classroom. The heart of this service was the team of teachers and other specialists in inter-American education who traveled from a center to neighboring schools to confer with teachers, administrators, and super-

visors, or provided other service desired by teachers in neighboring schools. Upon invitation they visited classes and talked with teachers and children. They exhibited instructional materials, art, and handicraft. They held conferences with staffs or individual teachers of neighboring schools to exchange experiences and ideas. Their activities were directed toward the goal of stimulating not individuals alone, but entire school staffs. To see how the consulting teams operated in detail, one should consider the organization of the service, selection of team members, meeting the needs of schools, coordination of activities, problems and difficulties, and the results and appraisal of the program.

Organization for Cooperative Action

Every center had a director and also an advisory or steering committee to plan its inter-American program, establish policies, and guide its team's activities. The advisory committee had its chairman, and in some instances its assistant or co-chairman. In cases where the center was an educational institution, its committee members included specialists of the staff. In other cases, committee members were principals or teachers of the public schools of the center and its cooperating schools. In one center, a State college, the advisory committee included among its members the director of education, two professors from the Spanish staff, a professor of history, three professors of education, and a member of the geography staff. A center which drew its advisory committee from cooperating schools as well as from the schools where the center was located was a university in a city, and the cooperating schools were in suburban towns.

Advisory committees developed their programs in conference, thus bringing to bear on the work the best judgment of specialists in the fields represented. For example, the members of a certain committee[5] met one evening after school to discuss a plan of action to help their own and neighboring schools introduce more inter-American education into the regular program. The group made suggestions and discussed ways of carrying them out. A four-point program evolved to: (1) send teams to visit schools and talk to teachers and exchange experiences; (2) begin plans for Saturday workshops; (3) start a newsletter; (4) conduct a loan service from which teachers in neighboring schools could borrow materials.

One center[6] had two committees—a general steering committee of 4 members and larger planning committee of 40 members from which individuals were selected to make visits and provide other service for schools. The steering committee wrote to superintendents of schools, explained services, set dates for teams to visit, selected materials. The larger committee established policies and provided personnel for teams. It planned the type of work to be done. For example, initial plans were made for an

[5] Denver University.
[6] National College of Education.



Sixth graders learn about our Latin-American neighbors.

open house, to which neighboring schools could come to visit art exhibits, assembly programs, museum displays, and classes in session. This large committee also planned to have a conference at the center in the spring, to which teachers, supervisors, and administrators would be invited. The committee planned and published an occasional news bulletin as a means of sharing news of materials, school activities, and local resources for inter-American study.

Selection of Team Members

Each center had a team of specialists to put its program into action. The chief job of a team was to travel to neighboring schools and give assistance. Members of teams also gave service at the centers. In most centers team members were selected from a number of teachers and specialists, according to their ability to give the service desired. Some centers changed the personnel of the teams for different visits, others kept the same team members for an entire visiting season.

It was desired to have a sufficient number of consultants on each team to reach and give personal assistance to entire school staffs. Although the average number of team members was expected to be five, owing to cur-

tailed personnel on center staffs and overcrowded emergency schedules, some centers now and then sent two-member teams.

One center, a county[7], selected two types of teams, each appropriate for one of its two kinds of meetings. One kind of meeting was held to acquaint teachers with the culture of Latin-American countries. The team consisted of specialists in music, in art, and in speech, and of teachers who had been successful with inter-American classroom activities. These specialists conducted workshop meetings, with teachers participating in activities in order to learn the techniques and get the feel themselves. The other kind of meeting was directed at the improvement of understanding among the races and cultures that comprised the community. The team for this work was selected for ability to work with civic organizations.

Another center[8] reported that the most effective team member is one who has a good inter-American background and a knowledge of the opportunities of developing the inter-cultural program within a school system, plus a personality capable of creating an enthusiastic interest. Another center[9] included in its team those staff members who had for some time carried on work in their classes and consequently had much children's work for display, including notebooks, original writing, craftwork, collections, posters made by the children. A team from this center consisted of an elementary school supervisor, a high-school teacher of English, a sixth-grade teacher, and a primary teacher. Another team[10] included for a visit to a centralized school system a high-school supervisor, an elementary school supervisor, a music supervisor, the principal of a Spanish-speaking school, and a professor of education in the State university. Several centers included qualified students from other American countries as team members. These young people were well received.

In general, team members had some or all of the following characteristics: (1) were enthusiastic about spreading the idea of inter-American friendship in schools and communities; (2) were informed; (3) had inspiring personality; (4) had made some individual contribution; (5) were good teachers themselves, or understood the problems of teachers and knew how to assist them; (6) were well prepared professionally.

Meeting the Needs of Schools

The field work of teams.—When a team planned a trip, its first job was to find out which neighboring schools might desire a visit or other services. Usually the team chairman, committee chairman, or director of the project wrote letters, telephoned, sent lists of possible services to be checked, and made announcements in teachers meetings. In two centers the directors sometimes made preliminary visits to confer with superintendents and members before planning services. Another center invited representatives

[7] San Bernardino County, Calif.
[8] Winfield, Kans.
[9] Albuquerque, N. Mex.
[10] National College of Education.

from neighboring schools to meet at the center to help the team plan programs for its visits.

In one center[10] two team members went to schools for preliminary visits. On these preliminary visits the following ideas were emphasized:

1. The nature of the inter-American teacher-education project.
2. The place of the center in the project as a whole.
3. The importance of improving instruction about the other Americas.
4. The services of the center for neighboring schools.
5. Spring conference at center and inter-American week at a cooperating school.
6. The program of the school being visited, and the needs and problems for which the center might be of service.

Following these preliminary visits, 8 of the 17 schools visited requested further visits of groups or individuals.

The next job of a team was to get its program ready. Team members who are teachers are prepared to plan a program to interest children. They are in a position to formulate objectives and try materials ahead of visits. For example, a committee of three from one team spent several days before school began making a list of available materials in books, magazines, and pamphlets. They then tried these materials in their own classes before recommending them to teachers of schools visited. A music supervisor in elementary grades collected songs appropriate for several grades and taught them, thus preparing herself the better to demonstrate when visiting with the team.

No two teams gave the same kind of program or followed the same procedure when visiting. Team members who are teachers gathered samples of children's handwork and written work and carried these for display to the teachers, and sometimes to the children, of the towns they visited. Some teams gave programs of the workshop type in which teachers were taught skills they wished to learn.

A team[11] that held workshop programs planned one on music and the dance, which was reported as follows:

> One part of the program was a demonstration by a music teacher on Latin-American music. She took with her the instruments, homemade, for a percussion band—gourds, wooden blocks to click together, a drum made of an earthen jar, and castanets. She first discussed characteristics of Latin-American music and demonstrated the use of the instruments. Then she taught members of the workshop how to use the instruments in improvised accompaniments.
>
> The dance was discussed by a Mexican-American primary teacher who, during the summer had served as demonstration teacher in one of the universities of the State. After the talk, she taught a simple Spanish dance to the group, and distributed copies of a bulletin which described the steps.
>
> The program fitted the needs and desires of the teachers present, and was presented in such a way that they would be able later to teach to their own pupils the things learned.

[10] National College of Education.
[11] San Bernardino County, Calif.

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The director of one center[12] describes a visit as follows:

> We visited classrooms and talked to students with the teachers present, spending from 20 minutes to an hour in each room and carrying appropriate books and materials with us. The teacher who visited the lower grades carried with her authentic art and handcraft objects from other countries.
>
> In about 25 per cent of the visits we held assembly programs. At these geographical and historical problems were discussed and customs significant in the life of countries were presented.
>
> The team met faculty groups in a room which featured an exhibit. The materials consisted of some 60 units developed in workshop situations and in other school systems, 150 to 200 books, and many bibliographies. The meetings were set up for discussion purposes and to allow teachers the opportunity to examine materials.

The director of another center[13] writes:

> We avoided any set techniques. Each situation calls for a different procedure, depending upon: (1) the principal's knowledge and leadership; (2) the background and initiative of teachers; (3) faculty morale
>
> Regardless of our desire to avoid a pattern, however, the following activities were usually included: (1) Conferences with each teacher on *her* problems rather than on generalities; (2) conferences with all who were responsible for the development of programs in line with the State curriculum; (3) conferences with the supervisors or heads of departments of art and music; (4) visits to classes; (5) talks to and with students in classrooms and sometimes in assembly; (6) discussion with librarian; (7) discussion with teacher or teachers of Spanish; (8) final talk with principal and designated faculty members on "what next?" which often includes what books and materials to purchase and how to expand the present program; (9) the director's evaluation of the visit on his return to his office followed by letter to the principal or superintendent containing his reactions; (10) sending materials to help with problems or activities observed.

There is frequently a faculty conference at the school visited. Where morale and interest are high, all staff members attend, even if not responsible for the inter-American work in any specific way. In some schools, only such staff members attend as are responsible directly for some inter-American teaching. These may be teachers in elementary grades and high school, or they may all be elementary grade teachers. Sometimes the conferences are partly professional and partly social. For example, there may be a tea, at which professional problems are discussed. Following is a description of one team's[13] procedure in one of its cooperating schools:

> Upon arrival, each member of the team visited a room or class and quietly observed, or upon request, took over the class. For example, one member discussed problems of geography with the students, and demonstrated with globe, map, and supplementary materials. After class, while the children were in recess or with another teacher, this member discussed with the teacher the yearly and monthly content of the course, and the teaching of suitable inter-American units. Another team member met teachers of art and discussed art in its relation to social studies and to music and literature. Another member visited the senior

[12] Webster Groves, Mo.
[13] Syracuse University, Syracuse, N.Y.

high school and gave informational talks on problems of government, economics, and social customs, and on the progress of the Good Neighbor program; and then gave the students opportunity to ask questions and discuss the ideas just presented. Another member of the team gave travel talks in various high-school classes with many personal observations from his own travel experiences and also discussed the purposes and progress of the inter-American education program. The visit closed with a team-and-staff conference for evaluation and a glance at steps ahead.

Another team's[14] activities were described as follows:

The team, which was larger than usual because 10 seventh- and eighth-grade girls accompanied us, was conveyed by a school bus and the director's car. Much space was required for the exhibit, which included:

1. Simple craftwork from the school of one of the team members
 This included articles lacquered in Mexican design—old trays, flower pots, fruit baskets, hot dish tiles, old bottles, including many of lovely shape such as prune bottles; tin work cut and shaped and hammered with geometric designs—tin pie plates, old tin lids, tin cans flattened out, a tankard made from a re-shaped tin can soldered and decorated; a large screen made from a corrguated box and used as a pin-up screen; a big bunch of pine cones in Mexican colors; looseleaf notebooks with decorated covers; Mexican figures crocheted of yarn in proper colors; dishtowels stenciled and outlined in Mexican designs; miniature reed huts and other reed articles.
2. Art and painting
 A much-admired piece of work was "Our American Neighbors" by boys and girls of junior high school age. This was a book written, beautifully illustrated, and printed by the children, the result of a correlated activity in social studies, art, and English. One copy of this book was taken apart and the separate pages displayed on screens. Its contents include the following chapters:
 The Land They Love, notes and diaries from imaginary visits to Latin-American countries.
 The Long Road to Freedom, the children's stories of significant historical episodes and developments in Latin-American countries.
 Their Heroes and Leaders Thrill Us, the children's stories about Latin-American heroes.
 The People Are Worth Knowing, descriptions of ways of living, schools, recreations, music, and language of South American countries, written by the children.
 We Want to Understand Each Other Better, explanations of inter-American relationships developed by the children.
 Books We Have Read and Liked, the children's own annotated bibliography used in writing the book.
3. Hangings in Latin-American designs in crayons on unbleached muslin
4. Real objects from other American countries
 These were craft articles collected from the children's homes and loaned by the Children's Museum for use in the visits which the team made.
5. Posters and pamphlets loaned by the Office of the Coordinator of inter-American Affairs, Washington, D. C.

[14] Detroit, Mich.

6. Books and bulletins for children and teachers.

Parts of the program included a talk about the origin and purpose of the inter-American teacher-education centers; a Mexican dance by a high-school girl with unusual talent and some private training for dancing; students' description of their project with emphasis on ways in which Latin-American people are like us. The students also gave a demonstration of an interview over the radio with travelers in other American countries, in which the children displayed rare skill in oral reading, learned in their high-school course in technical English. One of the teachers described a study by a sixth-grade class in which the subject was Latin-American ways of living. This had branched into the children's homes and included contributions from the parents. Other parts of the program included sketches of dramatizations from Latin-American history played on a phonograph record, and pictures borrowed from the Office of the Coordinator for the use of the team. The meeting lasted 2 hours. Then teachers remained to examine the exhibit and ask questions of the team and to jot down the sources of materials for teachers and children.

Another team[15] visited a district which was being organized to become a centralized school. They carried with them an exhibit of the type just



Spanish-American dance by high-school girls.

[15] Albuquerque, N. Mex.

described. This was arranged in a high-school study hall. Different classes of the high school were invited to see the displays. One member of the team remained to answer the children's questions and tell them what the project was all about and try to interest them in learning more about other American countries. The day was spent by the other team members conferring with superintendent and principal and visiting different high schools and elementary schools, including a parochial elementary school.

After school, teachers of all schools met for the program in the room where the exhibit was. In this program talks were given by the team members. They explained how the inter-American work was carried on in their classes, showed the articles of the exhibit and explained their significance in the lives of Latin-American people. They answered questions and remained with the exhibit to assist the teachers who remained after the meeting to examine displays.

Another center[16] designates its team members as "counselors." The director describes a 2-day visit as follows:

> The local staff were encouraged to list their problems and questions in advance of the visit by the counselors.
>
> On the first day of the visit, two of the counselors spoke to the teachers and administrators on the inter-American program in the schools. Counselors visited various classes in the elementary and secondary schools. On the second day, rooms were set aside to which the teachers could come and confer individually with the counselors concerning their several subject-matter fields, and several of the counselors taught demonstration lessons in some of the departments. Exhibit materials, instructional materials, and projection slides were used in carrying out the program.

Another team[17] visited a teachers college. They planned an all-day program with parts suited to training-school supervisors and to student teachers. The trip of 157 miles was made in a school bus. The team arrived at the teachers college around 5:30 p.m. preceding the day of the program. After dinner the team arranged their displays in the gymnasium of the training school. The exhibit was made striking by large items such as murals, blackboard borders, the flag of the United States, flags of the American republics, an especially beautiful flag of Mexico, and posters from the Office of the Coordinator of inter-American Affairs, and two large hangings hand-painted with colored crayons by the children on unbleached muslin. One of the hangings was a pictorial map of South America designed in colors, the other conventionalized figures in all-over pattern.

Displayed on tables were portfolios, creatively designed by children. Some of these were used to hold clippings to which the children often referred in their work. A few had paintings which pupils had made, and original stories, diaries, and notes about the study. Others were filled with

[16] Pennsylvania State College.
[17] Winfield, Kans.

samples of the children's work and planned to be sent to Mexican schools with which the students had started interschool correspondence. A few other portfolios contained samples of work received from Mexican schools, including children's notebooks with samples of their written classwork; flat craftwork, such as a simply woven belt, a book marker, a lapel ornament made by Mexican children; drawings which Mexican children had made to illustrate their studies; letters and stories about the United States written by the Mexican children in their geography study. There were also displays of products and real craftwork from other American countries.

Also displayed on tables were devices worked out by the students to illustrate the books which they had read about Latin-American children. These included peep shows, made of a shoe box with a scene which showed miniature characters of the book in an important episode; box books, which were made by designing cigar boxes to look like books, each with title on the cover, and, inside, the episodes of the story. Some of the children had made large pictures to illustrate an idea in each of the books read. The display showed wide reading. The books had been critically selected to increase the children's understanding of Latin Americans.

The program was given to several audiences of students and staff members with attempts at variations to meet the needs of groups. First there was a short story by the chairman about the inter-American centers in different parts of the United States and something about the work which each is doing and about a whole-school Latin-American project of the center which reached all grades and high school. After that one of the team members told how her sixth grade developed a project about "Latin-American Neighbors," with the emphasis of her talk on the correlation of subjects. Social studies was the center, correlated with reading, English, art, science, music, and current events for the purpose of helping the children understand that most Latin-Americans live much as we do and enjoy similar things.

A high-school English teacher told how in a public-speaking course, each of her students chose a Latin-American country or problem or topic for study and made himself a specialist in that particular field. After that he drew on this knowledge when speeches were required, whether these were formal reports or informal answers to questions from the other children.

The story of the Winfield-Mexico project by the Winfield, Kans., team always stimulated interest. It runs as follows:

> In Mexico is a village many of whose people have little money; in fact too little money to give their children nourishing breakfasts before they come to school. The Winfield children learned about the village from their art teacher who had lived in Mexico City. She was first attracted to the village by its lovely little pink church. Letters and samples of school work were exchanged between

the children of the two schools, and the children of Winfield eagerly looked forward to letters and packages from the boys and girls in the village.

Thinking perhaps of their own satisfying breakfasts the Winfield children wanted their friends in the village to have good breakfasts, too, so they saved pennies and gave them to a fund which was used to provide breakfasts for the little Mexican friends in school. Growing out of this activity, the Winfield children also contributed to a fountain which would provide good drinking water for their village friends, and drew a design for the fountain which was accepted by the Mexican artist who made the final plans.



After the program, students and staff members examined the exhibits and asked questions of the team, who remained at the tables to give explanations. A luncheon meeting at which interested staff members of the college and the members of the visiting team were enabled to get better acquainted was helpful.

The director of one team[18] summarizes the activities of the visiting team as follows:

1. To be scheduled during the day:
 Visits to classes for the purpose of assisting teachers with individual questions and problems, in elementary and high schools. In some cases, team members talk to students; in others, demonstrate the use of art and other materials to show the class what other pupils have done in studying about our neighbor countries.
 Individual conferences with teachers
 Consultation with librarians
 Talk to high-school assembly (if desired)
 Exhibits of inter-American materials
2. After school: Group conferences
 Half-hour meeting of all teachers—general problems, sources of materials, and items of interest to all groups.
 Hour meeting with elementary and high-school groups divided—specific problems, course content, specific materials, teaching procedures.

The director of another team[19] includes in his report of the team's activities the following program of talks by his staff:

[18] Washington State.
[19] Webster Groves, Mo.

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1. The inter-American movement in the schools.
2. The opportunities for units of work in the elementary school.
3. Opportunities for Latin-American study in English classes.
4. Latin America in the Social Studies. Clubs and Language.
5. Greetings from Mexico—and something of the culture of interest to the student by a visitor from Mexico.

Did our visit do any good? was a vital question following a hard trip and a strenuous round of conferences. Certainly if the visits were not decidedly effective in changed practices, they were not justified. Points of evaluation were the attentiveness and alertness of the audiences, the significance of the questions asked in conference, and the care with which displays were examined. Unsuccessful responses were analyzed. If the difficulty appeared to be in the activity it was corrected or omitted. For example, one team temporarily discarded the use of a Latin-American film in its program because the film made the program unduly long and was something that a school could use without a visiting team. If the difficulty was in the school system, the team was less able to remove it. Teams could not take official steps to change practices because in most cases they were not connected with the schools visited in an official way. In a few instances where administrative county or State officials were members of teams, changes were suggested to conform with the administrative policies of the system.

One team[20] was especially successful in working through the boys and girls. Team members demonstrated ways of teaching as well as inter-American subject matter by teaching children either for individual teachers or for several teachers at a time. Members of this team frequently left stimulation for a program of action by talking to high-school assemblies. Typical of the response they received is the following excerpt from a school paper:

> On April 14, a team of five members who are traveling in the interest of Pan American relations visited our high school and gave the students and faculty a real treat. Team members and students participated in the program * * * * Miss Evelyn Ashland told about her country, Brazil, in a very interesting talk * * * * Our visitors with their attractive display of posters and books, and their splendid talks, made Pan American Day an outstanding day of the year * * * *

One team made the point that the hurried review of the exhibit which a teacher might get in the short visit of a team could not insure changes in practices; that an exhibit should be left long enough for teachers to use in making plans. Two suggestions were made to meet this need. One was that the center might start a loan service which would be carried on during the weeks when the team was not en route. Another was that in some of the schools visited the exhibit would be used as a stimulation for the develop-

[20] Washington State.

ment of a workroom which would be continuously available to teachers and students.

The team that visited teachers' colleges felt that the program would have been more effective if adaptations to the special needs of each group of listeners could have been greater. This adaptation had been made to the extent that each speaker attempted to feel the interests of the audience while speaking. However, if each staff member who brought a group of students to the visiting team's program could first have discussed the possibilities of Latin-American education with her students, had them raise questions, and sent these questions to the director of the team before the visit, it would have helped both team and audience.

Consultative service.—In each center, members of the team could be reached for consultation by teachers of neighboring schools who might come to the center. Nearly all teams made books and other materials available to teachers for examination. All who were teachers invited visitors to observe their classes and exchange experiences.

One center[31] arranged for representatives of neighboring communities to come to the center for consultation and a program. Quotations from one letter are typical of the response received from those present:

> We all enjoyed the fine program you arranged for us * * * *
>
> Everyone is happy about the cordial welcome we received, the excellent speakers, the fine supper provided by the Rotary Club, the wonderful travel picture, and the very nice people we met.
>
> Many of us were agreeably surprised and inspired to learn of the inter-American work being done in this vicinity and were glad to meet the large number of educators participating * * * * The two principals and the high-school teachers who attended from here are already working out new plans for further inter-American education in their schools.

Newsletters.—Three centers distributed newsletters. These were circulated among the schools which the teams had visited, among those who had invited the team to visit in the near future, and to others who had expressed interest in the project. The newsletter maintained the interest which was aroused by the team during a visit. It also stimulated schools to be visited, kept them looking forward to the visit of the team, and working on problems which they wished to discuss with visiting team members. Each newsletter was characteristic of a particular service or center. For example:

One newsletter, *Ideales Panamericanos*, was published by the Pan American Club of Denver. Sections included were editorials, "Know Our Neighbors"; feature articles, such as "Yanquis" and "La Lengua Espanola"; a Book Corner, in which interesting books on Latin-American subjects were annotated; School and Club News; Cartas De Nuestros Socios; and announcements.

Inter-American Education News, "issued occasionally," was developed

[31] Syracuse University, Syracuse, N.Y.

by the cooperating schools of the center at National College of Education. This was written in English. Each school delegated the task of reporting news to one of its staff members. Sections in this newsletter included news about inter-American education activities in the cooperating schools; current inter-American resources in the area of the center and the city, such as exhibits of art; news about students from other American countries attending the college; names of visiting team members; a request for books and other materials which are not being used locally to be passed on to schools that have use for them; and a list of recent books on inter-American subjects.

A publication of Pennsylvania State College Center had for its purpose the announcing of services which it was prepared to give to cooperating schools. Its title was *School Services*. The services announced were: Consultants, exhibits, motion pictures, portfolios, visiting students. Names of the inter-American Committee were included and each service explained.

Correspondence.—Visiting teams answered letters of inquiry from teachers in neighboring schools. Frequently these were about sources of instructional materials. Several centers maintained loan libraries from which books, pictures, phonograph recordings, and displays were sent to neighboring schools on request. Where librarians were members of teams or worked closely with teams, many requests for materials were addressed to them. There has been correspondence between teachers of cooperating schools and other schools. One director writes, "There is a growing call for study guides, bibliographies, and suggestions for programs for clubs, churches, and faculty groups." In all centers elementary and high-school pupils were interested in corresponding with students of their own age in Latin-American countries. Sources for names of schools and individuals were the Junior Red Cross and International Relations Division, U. S. Office of Education, Washington, D. C.

Development and distribution of instructional materials.—Frequently teachers who were doing especially successful work were willing to write stories or reports of their students' activities. Some of these were duplicated, either by the center, or by the Office of Education and distributed among teachers of neighboring schools who would be likely to have a use for them. Centers that emphasized this service especially were Denver, San Bernardino, Albuquerque, Detroit, Webster Groves, and Syracuse. Examples of the materials thus distributed are among items *22–23* in the Bibliography.

Special conferences.—Several of the centers discussed the desirability of having conferences which teachers from neighboring schools might attend. One such conference was held both in the center[22] and at a neighboring high school.[23] The meeting lasted all day and evening, with activities as follows:

[22] National College of Education.
[23] New Trier High School, Evanston, Ill.

In the morning an at-home was planned with arrangements for guests from neighboring schools to visit certain local classrooms. The work which could be observed thus included: (1) sixth-grade classes studying about other American countries; (2) exhibits and materials from completed studies of the other Americas, grades 3 to 6; and (3) high-school classes in music integration, Spanish life, and Spanish history. At the center a committee from a college class in teaching the social studies carried on activities appropriate for a study of Mexico in middle grades.

The afternoon session consisted of an address and discussion of the reasons for inter-American education. Discussion groups considered audiovisual aids for inter-American education; development of units of experience in elementary grades, and in high school; integration of inter-American education into existing curricula and the music of the other Americas. The evening program included an address by an author and traveler in Latin-American countries.

In another center the inter-American team presented a sample program and a continuous exhibit of books and children's materials each day of the annual teachers' convention[24] in September. Team members remained at the exhibit to answer questions of teachers and explain displays.

How Activities of the Centers Were Coordinated

The U. S. Office of Education advised the various centers in carrying out their plans and coordinated the work of the centers into a more or less unified project. This work was in charge of the steering committee of the Office. The supervisor of the project was a liaison person between the steering committee of the Office and the advisory committees and the teams of the various centers. Among the duties of the supervisor were: (1) giving advice and suggestions in setting up plans; (2) keeping centers informed about progress of the project as a whole; (3) finding out what difficulties and problems centers were having and how these were being solved; (4) locating needs of teachers that might be met by services from centers or from the U. S. Office of Education; (5) locating teachers who were doing the type of work which would be helpful to others and getting them to write accounts of their work; (6) making forms for reports as a basis of evaluating programs. The supervisor made several visits to each center. She arranged for centers to borrow exhibits of books and products from other American countries provided by the Library Service Division of the Office of Education. She planned for an exhibit of original water colors to be circulated among the centers. She answered inquiries from center teachers and from teachers visited by these, and attempted to help teams adapt the services of the Office of Education to the individual needs of cooperating teachers.

Problems and Difficulties

Team directors and committee chairmen reported problems and diffi-

[24] Winfield, Kans., Clinic.

culties as they tried ways of reaching their goals. These deal chiefly with contact making; curriculum development; teacher turnover and preparation; materials of instruction; weather, roads, and other travel conditions; and administration of the project.

Regarding contact making, one director stated:

> We have too few calls for service or visits from the team. We do not like to impose our service on neighboring schools unless they invite us to visit or help in other ways.

Another said:

> Since the service cannot be made available to all schools, the county superintendent hesitates to ask for it for any of them.

All centers found that making contacts with neighboring schools and securing invitations to visit was difficult. In several instances directors hesitated to offer their services lest they appear in the role of reformers. "Who are we" asked one, "that we should think we have a gospel to carry to the schools around us?" So if neighboring schools did not respond with invitations as soon as a center announced its service program, it was not unnatural for that center to consider the matter closed.

Not all centers were content to rest when their offers of service were rejected, however. One director said frankly:

> We work for invitations. We receive them, too. Our superintendent talks about our program with other superintendents in teachers' meetings and at other times. He calls on other administrators. Announcements are made in county teachers' meetings and institutes and in summer schools. Of course we do not set out to preach the gospel. We want help ourselves. We have learned that the visits help us as much or more than they do the schools we visit. We go purposely to exchange ideas.

Comments regarding the problems met and the service given for curriculum development include the following:

> Many schools feel that they cannot add new content to their already crowded program, and they fail to see the possibility of including study about other Americas in existing curricula.
>
> Grade placement of subject matter troubles us. Some of our junior high school students complain that the studies which they undertake duplicate work which they have had in lower grades.
>
> Most of the suggestions which we receive for teaching inter-American subject matter are based on the assumption that it is to be taught in activity units. Some of our teachers do not know how to help their students develop activity units.

Every school staff which has planned a program of inter-American education has met one or more of the problems mentioned above. When staffs considered the problems in general meetings, they usually found that inter-American subject matter belongs somewhere in their curriculum, but

that it may have been underestimated or overlooked. Grade placements can be planned in general conferences in such a way that overlapping from from one grade to another is prevented and significant goals stressed at each level. Suggestions for these problems of curriculum are included on pages 3–7 and 48–50 of *Inter-American Education: A Curriculum Guide* (*1*). Other guides for the development of activity units include: *South of the Rio Grande*[25] and *This Way to Latin America*.[26]

Two supervisors of elementary schools give their teachers complete freedom in deciding whether to introduce inter-American education. Sometimes new teachers, unfamiliar with the development of activity units and also unprepared for inter-American education, find it best to learn the activity method of teaching with familiar subject matter before attempting it in the new field of inter-American education.

Lack of preparation for teaching on the part of teachers, due to emergency turnover, lack of interest in inter-American education, and failure of teacher-preparing institutions are referred to as follows:

> It is discouraging to find such a large number of new teachers, but on the other hand, this means that we are able to reach and prepare more teachers for the problems.
>
> Teachers feel that their acquaintance and background in Latin-American subject matter is too limited for them to go far in teaching it.
>
> Some of our new teachers have their hands full without taking on the additional burden of inter-American education.
>
> Teachers in some schools were only mildly interested in the problem of inter-American affairs, and hence were willing for us to visit and inspire them to become active if we could. That is a passive characteristic of about half the teachers. It is a difficulty to be overcome.
>
> There is a lag in teacher preparation which will be caught up eventually. At present most of the progressive school programs depend on the adventuring teacher, rather than on the teacher trained in Latin-American history, geography, and customs. Both adventuring spirit and sound preparation are necessary for good results.
>
> High turnover of teacher and administrative personnel made continuity of the project difficult in certain smaller systems.

Society has the right to expect that its teacher-training institutions will prepare their students, as much as can be done in a pre-service program, to guide children in international understanding. Yet they cannot do the full job. Part of it must be achieved and continued in in-service training in the classroom. Supervisors in the centers devoted themselves to guidance, particularly for the inexperienced or new teachers on their staffs.

Nowhere were materials completely adequate. Some of the centers state their needs as follows:

[25] De Lima, Agnes, *and others*. South of the Rio Grande: An experiment in international understanding. New York, Bureau of Publications, Teachers College, Columbia University, 1942. 74 p.

[26] Follett, Helen. This Way to Latin America! New York, The Horace Mann-Lincoln School of Teachers College, Columbia University, 1943. 84 p.

There is a scarcity of materials particularly for the high school, although these are increasing. For example, Latin-American music at high-school level has been chiefly the conga or rhumba.

There is need for more folk music for school use. Physical education teachers need more singing games and dances suitable at various levels.

One center director encouragingly reported that difficulties of the first year were eliminated the second year, as follows:

Materials and books are now available; teachers now have more ability to use packets and exhibits and more skill to develop units and activities.

Travel conditions affected the program. Statements include:

Loss of school time because snow-blocked roads meant that teachers thought they had no time for what they considered "extras."

Unpredictable high-altitude weather sometimes presented a problem and on one occasion had an adverse effect on attendance. The remedy was to do the field work before snows set in.

Problems of administration sometimes caused difficulties. Delay in sending funds to centers was a serious handicap to the work. Some directors needed more freedom than was granted by the agreements between Office and centers. For example, one desired to use a team member who was a specialist but not at that time a teacher in the schools of the center. That was not provided for in the agreement. Another found as the program developed that less money was needed for substitute teachers and more for secretarial help in the distribution of materials. Some adjustments were made in plans. However, the center directors, in general, favor a flexible contract that permits changes in plans to meet unforeseen circumstances.

Appraisal of the In-service Program

Among the items considered in appraising the program of teamwork and other activities for the in-service improvement of teaching, were: (1) the directors' desire to continue the work; (2) the reactions of teachers, supervisors, and administrators; (3) changed instructional practices; (4) indications of changed attitudes toward other American republics; (5) achievements of cooperating schools; (6) suggestions for activities, techniques, and subject matter to be added to the program as a whole.

Directors' desire to continue the work.—In every case the directors desired to continue the project the second year. All that had unused funds the third year expressed a desire to do what they could with them. Some definitely felt that the service should be extended. One said that he and the team considered the program so valuable that they would continue work at personal expense if Government assistance could not be given. At the close of the first 4½ months of the project directors wrote as follows:

We feel that it would be highly desirable to continue this program. Teachers and administrators have been interested and eager to cooperate • • • •

I think it is desirable to continue • • • • I feel that the program should be enlarged to include international education. We need to know more about

other countries, such as Russia, China, and India.

I think the plan is excellent and quite valuable, but I am sure that the Office of Education has no conception of the problems a local school faces in organizing such a program.

Everyone felt that the work should be continued and almost unanimously the school people mentioned that more time should be spent in the individual schools.

It is thought desirable to extend the program to other school systems of the State.

A number of the towns have expressed a desire to have the team visit their schools next fall if the project is continued • • • •

By all means continue. Everyone says so. Schools expect it.

One director believes all schools will eventually adopt an inter-American program.

I believe that a continuation of visitation will hasten the program's introduction in a limited number of places, but do not believe it is necessary to long-term planning. Personally, I believe that most progressive schools will utilize the Good-Neighbor materials. Many are doing so now.

Reactions of teachers, supervisors, and administrators.—Responses in systems where teams visited on the whole were favorable. Many asked visiting teams to return next year, many have asked them for help from time to time, some have asked to retain loan packets and other parts of exhibits beyond the time of display by the visiting team. One team director says teachers have become less ready to emphasize facts as facts, more inclined to help students get big ideas and understanding, more eager for materials, and more efficient in organizing and using them. Another director reports that teachers visited have continued their contact with the work through correspondence, visits, or attendance at the inter-American workshop held at the university during the summer. The director[37] of a team that made both a preliminary and a return visit to schools reports:

> The return visit indicated that some activity, even though limited, was underway in every school. In certain cases social-studies teachers had planned units in modern history, American history, or American problems courses. Some teachers had begun the work in fourth, fifth, or sixth grade in reading, social studies, or geography • • • • Some physical education teachers of girls were interested in dances of the Americas. In one school, plans were under way for studying Christmas festivities, of which Latin-American customs were the central feature. A few superintendents had bought materials and intended to buy more as the work was introduced.

A center representative reports a number of letters of endorsement of the program from supervisors and administrators. Another writes that the team was cordially received and given every opportunity to proceed in the best manner known to it. A director writes that the reaction of individual teachers visited was immediate in seeing possibilities. Teams that were fortunate enough to have as a member a person from another American country, speak of the delight and appreciation with which this visitor was received.

[37] Webster Groves, Mo.

A letter from a teacher to the director of one of the centers[28] describes a program that has taken root. In part, the letter reads:

> I would be very grateful for your opinion on what we've done, and would like to have you see some of the fine projects our boys and girls are working on.
>
> I started by teaching an intensive unit on Latin-American countries in my own classes. Through displays of work, materials, and bulletin boards in the library and my own room, other students and teachers became aware of what was going on. Also, through a schedule of movies available to almost all of the grades we have been able to arouse curiosity and interest.
>
> Then with the cooperation of our supervising principal two faculty meetings were called, one of the grades and one of the high-school teachers. He asked me to explain the purpose and plan of incorporating an inter-American program into our curriculum. I showed the inter-American materials, many of which we have borrowed from you, and some of the work which my boys and girls have done in connection with their projects.
>
> The principal then issued a bulletin which organized the program on the basis of committees of teachers, to help plan the necessary curriculum adaptations and an all-school culminating program and exhibit with contributions from all the grades and high school. For the elementary program, one committee of students with my supervision worked on a short play. Our band teacher helped prepare Latin-American selections, including national anthems of Latin-American countries and a rhumba band. A chorus of 60 grade boys is preparing Latin-American songs. Dance numbers in costume are to be given by grades and high school. The homemaking department wishes to cook and serve a community dinner of Latin-American style and menu for which they will sell a limited number of tickets. Under supervision of department heads throughout the school there will be student-teacher committees on play and general management, costuming, scenery, dinner, advertising. We hope to have you as our main speaker * * * * our principal plans to contact you * * * * This has certainly been an interesting thing to work on. I hope we've started it in such a way that it will prove valuable and lasting * * * *

Changes in instructional practices.—Improvement was shown in changed instructional practices, different ways of thinking, and modifications of school programs. The following types of improvement are mentioned in directors' reports:

> More realistic teaching with more concern about the real problems of today and less about showy external differences in ways of living.
>
> Better ideas of how to develop and evaluate activity units on part of teachers.
>
> More correlation of departments in the schools visited.
>
> More consciousness on the part of elementary school teachers in regard to the possibilities of vitalizing Latin-American areas of study in geography, reading, and history.
>
> Greater use of music and art of all the Americas.
>
> Improvement in techniques of developing inter-American understandings through social science, literature, and Spanish-language experiences.
>
> More reading and attempts to keep informed Latin-American-wise on the part of teachers.

[28] Syracuse University, Syracuse, N.Y.

Better understanding of Latin-American countries and their inter-relations with the United States and Europe and Asia.

Improvement of teaching Latin-American subjects incorporated in other teaching.

Employment of Mexican young people of outstanding promise in some of our schools to teach English speaking Americans as well as Latin-Americans.

Operettas, pageants, and festivals focused on world problems and current values instead of being just a way of celebrating an annual affair.

Added impetus to groups already at work such as the Young Men's Christian Association, Young Women's Christian Association, and Mexican American Movement.

Indications of changed attitudes toward other American Republics.—Fundamental changes in attitudes, from this project as from others, have come about slowly, and they are not always definable. There are indications of changes, however, which should be considered. For example:

Teachers attend lectures and conferences on Latin-American and inter-group relations more frequently and in larger numbers than formerly, which is an indication at least of increased interest.

Students and teachers are becoming more critical of radio programs and of publications which deal badly with our relationships with other American republics.

When Latin-American students have visited schoolrooms there has seemed an increased sensitivity, warmth, and understanding on the part of the pupils toward people of the other Americas—a realization that after all they're people like us.

From one high school came requests for several returns of Latin-American speakers and the statement was overheard that "We hadn't known before that Latin Americans were so friendly."

Teachers and pupils are proud of the fact that their school is designated as one which stands for inter-American good will.

Teachers and students express their new realization of the great contributions which Latin-American countries have made to art, music, literature, science, and medicine.

There is less feeling of antagonism in schools where both Mexican Americans and English-speaking Americans attend.

Achievements of schools visited.—It was not always possible to follow through on the programs of the schools visited. This procedure is suggested as a good way of evaluating the work of a team, however, because it enables teams and schools visited to maintain unity in their work. The director of a center[29] that kept in close touch with its cooperating schools reported the continuing activities of two schools as follows:

In one school[30] where little inter-American work had previously been done, faculty meetings were first held. As a result, three teachers agreed to introduce inter-American subjects. They planned activities suitable for their respective student groups—fourth and fifth grades, high-school social-studies classes, and in vocational agriculture class. All the work was vital. As a sample, the

[29] Syracuse University, Syracuse, N.Y.
[30] Eldridge, N.Y.

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agriculture class after thorough study prophesied the "outlook" for our trade with Latin-American countries as follows: Our trade will increase because (1) relations among American Nations are good; (2) Latin-American countries can trade with us to better advantage than with the war-ravaged countries; (3) opportunities are increasingly being opened for Latin-American countries to improve levels of living and buy more goods.

For another school,[31] the following report was made:

> The activities of this school, with stimulation and guidance from a visiting team, started during the summer vacation and continued all year. A committee spent several days in the library building listing materials and making recommendations for purchases. A room was set aside for materials and equipment for Latin-American studies. Books and pamphlets were purchased. A picture film was developed. A reflectroscope was provided for using pictures. Maps and globes were added. Samples of Latin-American art were included, and a collection of music for bands and choruses. The school borrowed Latin-American films from the center. In preparation for later programs, the orchestra director arranged for a Latin-American music program and the grade music supervisor taught appropriate numbers to the children in different grades. Two all-school assemblies were held, there were two meetings of the visiting team with members of the school staff, partly social and partly professional in nature. Latin-American art was integrated with social-studies activities. Latin-American motion pictures were shown to small groups and classes and in all-school assemblies. Latin-American units, for which the State syllabus provided, were developed and Latin-American subject matter was drawn into other units in social studies, arts, music, and English. The inter-American education committee was helpful at this point in conferring with staff members on how and where to introduce Latin-American subject matter when the State syllabus does not call for it. Selected staff members were asked to visit other cooperating schools, particularly those which had special Latin-American programs, and also to attend Latin-American programs at the center. Later a representative of the faculty enrolled for the inter-American workshop in the summer.

Suggestions for new activities, techniques, and subject matter.—Suggestions for additions to the program to secure more effective results were varied. One director suggests that the U. S. Office of Education follow up not only the work of the centers, but that of their cooperating schools as well. Another thinks visiting teams should spend more time in cooperating schools. Several believe that capable young Latin Americans attending college here should be invited more frequently to serve on the teams. From a school visited by two Latin-American students, a principal writes:

> When we were asked by the inter-American center if we would like to have two Latin Americans visit our town, we were thrilled and excited. We arranged for them to visit all five schools. They made a red letter day for our town! They were from Havana, Cuba, and from Santiago, Chile. They won all our hearts! They spoke, sang, chatted with the students. They were on the go from 9 a.m. to 4 p.m. For days afterwards the children would come to me and say they had seen them somewhere—so alive was the mental picture the children had.

[31] Port Byron, N.Y.

Several directors suggest that the U. S. Office of Education make more material available for exhibits, including objects of art and craft work; phonograph records, especially such as are useful for games and dances; and more books. One director feels that if he were planning the program with a grant for another year, he would like to use more money for secretarial assistance and follow up the work of the team by correspondence. The quick and appreciative response of teachers to the follow-up service from the Office of Education suggests that this is a service which any center might well develop further. A follow-up service could be made an exchange of experiences, beneficial both to center and to cooperating schools.

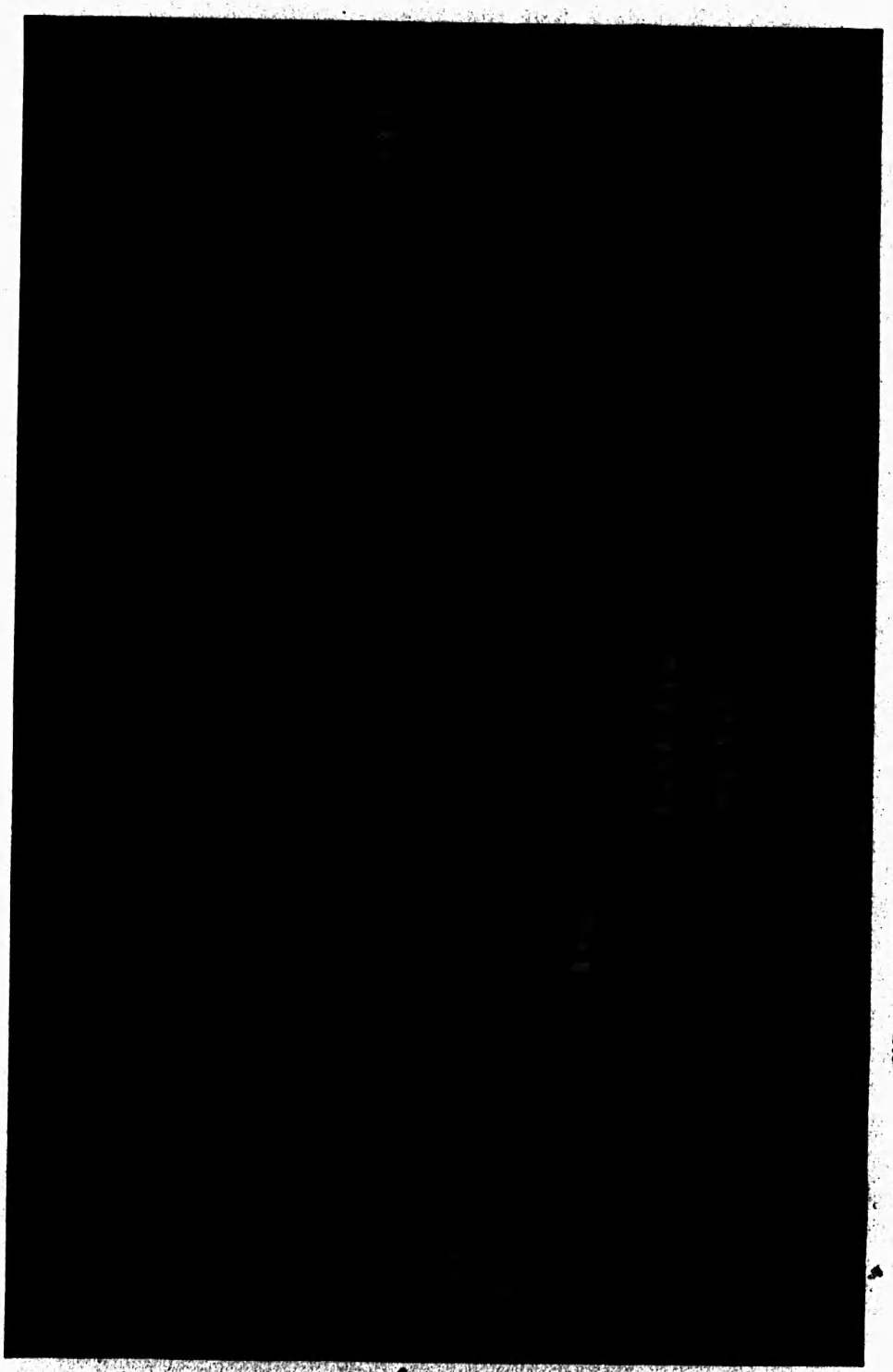
The director of one center would like to experiment further with the idea of having a representative from the center meet a selected group of individuals in each cooperating school in advance of the team's visit. Several centers discussed this suggestion as a means of finding out what kind of service is most needed in neighboring schools; two highly approved, but none was able to make any extended trial of the idea during the lifetime of the project. Another suggestion from this director, mentioned also by other directors, was the desirability of including study of the nations of the whole world in the scope of the project. Another director writes that his team would like to work in the same manner as before, but include new communities, new team members, and new aspects of inter-American education.

Another center representative writes that the Good Neighbor policy can be carried out most effectively by the young people of the district; that the project has received excellent cooperation from community organizations; that the Mexican-American Movement, a group of young people working especially to bring about better understanding between groups of Spanish-speaking and of English-speaking descent, has been working successfully among Mexican youth to foster better understanding; and expects to continue.

Several centers suggested interchange of materials among students of the different American countries—art work, textbooks, illustrated supplementary books, creative writing, notebooks. Several directors urged more correspondence among children and young people of the various American countries. It was thought that this activity should have some organization and supervision from a center, such as the U. S. Office of Education, in order that children might not have to wait long for replies.

Different centers emphasized the importance of selecting subject matter that is significant in understanding life in the other Americas and of helping children understand that each country has many ways of living and also that ways of living in all countries are different in various historical periods. Item *1* in the Bibliography, page 97, gives examples of significant understandings about different countries.

Many of the workers on teams urged continuation of the visiting on a



Where 2,000 or more of our white Spanish-speaking people lived in 1940.

wider scale because of the help received as well as given. The leader of one team wrote to the center director:

> I just can't thank you enough for letting me go. I always bring back more in inspiration than I feel I take to them (the schools visited).

In conclusion, it is evident, first, that teams of consultants operating as described are useful for the in-service improvement of teachers, particularly through exchange of experiences, displays of children's work, curriculum conferences and planning, classroom visits, exhibits of materials of instruction on inter-American subjects. Second, the experimental center appears to be an effective way of initiating new activities in schools and discovering and trying new procedures and techniques for teaching inter-American understanding as well as for other curriculum subjects.

IV. WORK OF CENTERS FOR TEACHERS OF SPANISH-SPEAKING CHILDREN

One of the greatest obstacles to having Latin Americans trust our statements about being good neighbors is our failure to build cooperative communities where we have citizens of Spanish-speaking ancestry. We have around 3 million such persons in this country. Most of them are American citizens living in communities with other American citizens, chiefly in our Southwest, with 40 percent in Texas, 5.5 percent in Colorado (*Bibliography, 38, 42 page 100*). Their educational opportunities are limited. Many of the children are early retarded in school and drop out before completing the lower grades. In many schools the children have far fewer opportunities than children of other white Americans. Even in communities where there is no segregation and where Spanish-speaking children mix with other Americans, they have to learn a new language and be educated for a culture not their own and, at the same time, do the amount and kind of study required of English-speaking children. It is hard for them, handicapped in this way, ever to assume their full duties as citizens.

Good education will not be a panacea for all the ills which Spanish-speaking citizens in our country suffer, but it can help them find ways of meeting their problems. Since one's education is so largely shaped by his teacher's ability and personality, the improvement of teaching was made the first goal of the project in the Southwest. To experiment with ways of improving the in-service and pre-service preparation of teachers for the Spanish-speaking people, project centers were established. These were in teacher-preparing institutions with an interest in a school and community type of education and located in areas where one of their functions was preparing teachers for schools attended by children of Spanish-speaking origin. According to plan, each center was to concentrate its emphasis upon a group of schools, aiming (1) to initiate and maintain a program designed to improve school-community relationships; (2) to develop instructional programs that might have helpful suggestions for other schools and communities in similar situations; and (3) to provide training experience for students who will teach Spanish-speaking pupils. Each center developed a program adapted to local needs and educational facilities. Plans and activities varied among centers. Assistance from the Office

of Education was provided through the general supervisor of the project, and by field consultants[32] who were especially familiar with educational needs in the Southwest.

SOUTHWEST TEXAS STATE TEACHERS COLLEGE, SAN MARCOS, TEX.[33]

One center, with headquarters in Southwest Texas State College, operated through Southside School, San Marcos, and cooperating schools in the vicinity of San Marcos in normal times, has a population of about six thousand people. Some two thousand of them are Latin Americans living in the south part of town. The school which their children attend is called the Southside School. With respect to stability, employment, housing, health, and organization, this community is ahead of many Latin-American communities. However, the community still needs better health and nutrition, recreation, education; and the teachers need help in bringing about improvements.

Several obstacles were in the way of immediate improvement. The parents' inability to use or understand English well made it hard for them to work with English-speaking groups. Then, too, they were inexperienced in group activities even among themselves. Seemingly they were indifferent to the importance of regular school attendance and were resigned to poor living conditions. As a result of being long depressed economically, socially, and educationally, some were illiterate and consequently slow to understand and adopt the ways of their new country. On the other hand, English-speaking citizens of the town were misinformed about the Latin Americans, and a few were indifferent to the whole situation.

Certain conditions were conducive to a program of improvement. Relatively few of the Latin Americans were transients. Few were indigent. The general economic level was higher than that in many Latin-American communities. The homes were attractive with flowers in the yards and an increasing number of home gardens. There was little undesirable child labor. The general health of the people was apparently good. And especially favorable to improvement of the situation was the fact that there were no open clashes between Latins and "Anglos."

There were 10 teachers in the school when the project began. Later, 3 others were added. Three hundred ninety-seven children were enrolled, over 300 of these being in the first three grades. Attendance was poor. Three frame buildings housed the school children.

Eleven of the teachers now have bachelors' degrees. Three have masters' degrees. All are studying to improve. Two are Latin Americans. The others are "Anglos."

Around San Marcos in towns and open country are several schools

[32] L. S. Tireman, professor of education, University of New Mexico.
W. J. Sininger, New Mexico Highlands University, Las Vegas, N.Mex.

[33] Excerpts from reports prepared by Willa Vaughn Tinsley, project director.

attended by Latin Americans. Poor economic circumstances of many parents; migrant labor, keeping children out of school to work; and crowded schoolroom conditions were among the educational handicaps of these schools. The following statement shows their size:

Type of school	*Number of teachers*	*Latin-American students*
Segregated city school	4	137
Mixed city school	16	91
Segregated rural school	4	193
Segregated city school	11	436
Mixed city school	5	32
Segregated rural school	2	85
Segregated city school	10	470
Segregated rural school	1	49
Segregated village school	3	70
Total	56	1,563



These Spanish-speaking children made their bookshelves and manage their "library" corner.

How the Project Was Organized

When Southwest Texas State Teachers College was confirmed by the Office of Education as a center, a committee was formed to put the plan into effect. This committee consisted of the president of the College, Dr. J. G. Flowers; the director and coordinator of teacher training; the professor of Spanish and head of the Spanish department; the superintendent

of city and laboratory schools and professor of education; the assistant professor of home economics and supervisor of nutrition and health in San Marcos public and laboratory schools and director of the project; and the assistant director of the project, who was a former teacher of Latin-American children in El Paso, Tex. Other members of the college staff and professional persons from the State University and the State Department of Education were asked to serve in advisory or consultative capacity on special phases of the project. Three members of the U. S. Office of Education also served as consultants.

The executive committee invited administrators from the city and county schools, health departments, and extension services of three adjoining counties to come together for a preliminary discussion of this project. Other meetings were held as needed in attacking problems, making new plans, and evaluating.

In the initial meeting the executive committee and its cooperating advisers, consultants, and administrators set up the following objectives:

1. School and community relationships.
 To arouse the interest and gain the confidence of the people in the various communities and help them to improve their homes and family life.
 To increase the sense of economic, social, and civic responsibility of the people.
2. Improvement of the school program.
 To develop techniques and curricula which will be functional in the education of Spanish-speaking children and adults.
 To improve the quality of teaching.
3. Development of the College as a center of educational service.
 To give guidance to neighboring schools.
 To develop and distribute publications on the education of Spanish-speaking children.
 To build a program of action that may be adapted for trial in other areas of minority racial groups with similar problems.
 To offer provision for appropriate participation in the project by pre-service and in-service teachers.

First Year's Program

The activities of the first year dealt with fact finding and formulating a plan of action, school-community growth, curriculum improvement, the summer-training program, service to outlying schools, and results and appraisal of efforts in these fields.

Fact finding and a plan of action.—The committee planned to study conditions of the Latin-American people in the cooperating communities. Not enough facts with which to begin a program of improvement were immediately available, such as data about health conditions or ways of living in schools and communities. For example, a member of the executive committee was under the impression that most of the Latin-American families regularly cooked over an open fire of charcoal in a pottery bucket.

Later study of the communities showed that not a family in any of the communities cooked in this way. Teachers, county superintendents and other administrators, and representatives from the State Health Department offered to assist in the survey.

Forms were made for gathering facts and these were distributed and filled in by teachers, administrators, and selected citizens of the communities. To help her interpret the data and to gain information not obtainable by questionnaires, the director of the project made visits to the communities as planned. Students from education classes at the college tabulated data.

Among conditions acutely affecting the progress of the program were the following:

The project had to be initiated so near the close of the school year that activities already planned and initiated in the schools left little or no time for new work.
Children dropped out of school as their families began to migrate for seasonal employment.
The controlling influence in some communities in regard to Latin-American problems was not wholly sympathetic to changes.
Schools were suffering from the wartime shortage of teachers.

Because of these conditions, it appeared impossible to make marked progress with the program in some of the cooperating communities for the short time that remained. Southside School and community at San Marcos, however, were less affected. There was the possibility that here certain activities could continue into the summer and be useful to summer-school classes. A number of organizations existed through which phases of the project might be carried on.

In Southside School circumstances were favorable for experimentation. For example, the administration was in sympathy with efforts to improve the school and to meet better the needs of the pupils and the community. The services of a specialist in Latin-American education[14] had been secured to study the school and make recommendations for improvement of the curriculum. The specialist would serve as a principal 3 months. The College and school authorities were interested in developing a school and community suitable for the training of teachers. Southside was near enough to the college for staff members and students to reach it easily. The teachers of the school were interested and willing to cooperate. Financially there was the possibility that a merging of the Southside system with the College as a part of the demonstration school would result in higher salaries for teachers, more adequate supervision, expansion of the school building and grounds, and improvement of instruction.

Considering the circumstances, the director recommended that the service to cooperating schools be limited and that efforts of the project be concentrated on the Southside School and community. She made the announcement to the cooperating schools in person, and invited them to

[14] L. S. Tireman, professor of education, University of New Mexico.

visit Southside. She also explained that specific service would be given these schools on request, and continued to keep them in touch with the project through reports and distribution of bulletins and illustrative materials. She directed her work toward the achievement of her committee's objectives in Southside School.

School-community growth.—The approach chosen to community improvement was the parent-teacher association, which was in operation before the project began. Through this organization the director discovered persons who had special ability to organize others for service. She brought to bear on the project contributions from the staff of the College, including expert advice in the fields of health and physical education, art, music, and homemaking. She discovered available services through other agencies, such as agricultural extension, the State health department, the city recreation board, and county canning centers. She gathered from the State parent-teacher association, from the U. S. Department of State, and from commercial sources, publications in Spanish of interest to the people.

The parent-teacher association sponsored a community recreational program which was held each Tuesday evening at Southside School. Chairmen for baseball, volley ball, music, and films were appointed. Student teachers took part in the activities. In her efforts to help the people become independent in organizing and supervising community activities, the director of the project purposely worked to guide rather than direct, keeping herself in the background as much as possible, and keeping aggressiveness from other sources from overshadowing the people's own ability.

Part of the procedure was the practice of cooperatively evaluating progress, and of making recommendations for continued operation. For example, when the various chairmen and interested teachers met to evaluate the first community meeting, they learned that some four hundred people of all ages had attended. They discussed the fact that nothing had been planned for several of the groups present, such as the mothers and the smaller children, the many children, especially the smaller ones who could not see the motion picture, or for the overflow of those who wished to take part in active games such as baseball and volley ball. It was apparent that something needed to be done, so new plans were made for the next meeting. Changes were announced through the weekly mimeographed "Southside News."

When the second meeting came, small children were directed to the first-grade rooms where musical activities were supervised by the primary teachers who alternated their services. Mothers were invited to go to another room where magazines, some in Spanish, were available and could be borrowed and taken home—the beginnings of a lending library. The evaluators were better pleased with this meeting, but when they met for another evaluation, it was agreed that nothing had been done about the crowded condition where the films were shown. In time, equipment for

showing the films outdoors was available. While this solved the problem of crowded conditions, it brought another problem: What should be done in bad weather? "But," said an adviser, "one of the pleasing traits of the Latin-American people is patience. When plans failed, their lack of complaint was quite soothing to those in charge."

The parent-teacher association made plans to visit the parents of children who would be old enough to start school in the fall and impress upon them the importance of sending their children as soon as school opened. This would help to give a more nearly uniform beginning class.

Curriculum improvement in Southside School.—Out of the improved school-community situation which developed came the stimulus for a new curriculum—one which would better meet some of the important needs of life and contribute to closer cooperation within the school and between the school and home. For example, in connection with the school lunch program (*Bibliography, 45, page 100*) (which had been started before the project began) a large supply of carrots was being received and not used because the children did not like them. The problem was carried into the curriculum.

Since carrots were so easy to get and raise, and at the same time nutritious, the teachers started a campaign to get the people not only to use the surplus carrots, but to introduce carrots into their regular diets. Consequently, children were encouraged to compare numbers of children who ate and did not eat carrots, to eat them for recess snacks, to learn how to plant and grow them, to can them, to try different carrot recipes. The children carried home mimeographed sheets of information about carrots, written in English and in Spanish.

The school-garden project (*Bibliography, 45, page 100*) was another curriculum activity that brought an enriched school program to the children and had a carry-over into the homes. Food from the school garden was useful in the hot-lunch program, and surplus products could be canned. Among the gardening problems which the children needed to study in that community were (1) What to look for in selecting a plot, (2) Preparation of the soil, (3) Needed measurements, (4) What to plant, (5) How to plant and cultivate different vegetables, (6) What records to keep on the garden, such as cost of hired labor, if any, or amount of money spent for fertilizer and insecticide, (7) Amount of food produced, and (8) Good sources of information. In order to make the school garden a functional part of the daily school program, integration with other subjects was planned by administrators and teachers.

Summer-training program.—Opportunities for student teachers to take part in community development increased when the recreation program at Southside was continued during the summer. Teachers who remained in the community during the summer donated services, the director's appointment was extended until late summer, and the City Recreation

Board donated the services of the assistant city recreational leader one afternoon and evening each week.

The expansion of the community's recreational program was enhanced by an inter-American workshop established at the college for the summer. The Latin-American education specialist[35] who had made the survey of Southside School during the spring was a consultant on the workshop staff. He arranged for workshop students to take part in the community program at Southside as part of their summer's work. Their participation was supervised by the recreational leader who had been assigned to Southside. The director of the health and physical education department at the college planned that his students take part in Southside recreational activities; and the director of the project secured assistance from students in the workshop, who were experienced teachers seeking an opportunity for further training to meet the needs in their individual jobs teaching Spanish-speaking children. The expanded program included lending library, a story hour, art, instrumental music, singing, indoor games, and additional outdoor games.

Service to outlying schools.—Teachers of cooperating schools were unable to take advantage of the invitations to visit Southside School and community, either during the school day or for evening recreational programs. Follow-up visits by the director to the schools revealed that few had made noticeable use of her suggestions and materials. It was evident that the mere offer of assistance and the distribution of materials did not bring about the activities hoped for in neighboring schools. Personal visits from the director might have been effective if they could have been given.

An exception among the cooperating schools was a one-room school with 49 pupils, 38 of whom were in the first three grades. In this school before the teacher and director began to develop a new program together, no allowance had been made for recess periods and only a 30-minute lunch period had been provided. The curriculum consisted chiefly of formal study and recitation and seatwork in reading, writing, and numbers. Materials and suggestions were supplied, and, as a result, the following improvements were among those added to the school program: Art work, dramatic play with toys, murals made by the children, morning and afternoon recesses, baseball diamond made by the children, ball games of many kinds, singing games, supervised play in the open air, reading for pleasure, cleaning the room, story dramatization, wider use of English, and Sunday afternoon ball games for children and parents.

Results and appraisal of first year's work.—The parent-teacher group and recreation workers analyzed each community meeting and decided how to improve the next one. The teachers studied their curriculum activities from the point of view of contribution to improvement of the chil-

[35] L. S. Tireman.

dren's present living. The director kept in touch with the outlying schools of the project. Cooperation of student teachers was analyzed. Indirect outcomes were noted.

So intangible were the outcomes and so short the time of the project, that the appraisal had to be based on observation, rather than on measurements. For example:

As a result of the Southside recreational programs and the group planning connected with them, members of the community had experience in conducting meetings, taking part in group discussion, and working on committees, all in the interest of community improvement. The good times which they had playing together appeared to make them more conscious of belonging to a group. In the informal, pleasant atmosphere, administrators, teachers, parents, and pupils became better acquainted. The fact that the crowds remained fairly constant in size was indication of interest. Membership in the parent-teacher association at Southside increased from 18 paid members in the fall to 49 by the close of school. A Latin-American citizen from Southside community was appointed to the City Health Planning Committee.

The projects in nutrition were first steps from an academic curriculum unsuited to the children and community into an improvement-of-present-living program. Not all the possibilities of these projects were seen for actually using arithmetic, spelling, reading, and writing, but progress was made. Better nutrition was noticeable in that more children learned to drink milk and eat carrots, and there were more home gardens.

Four booklets designed to help teachers of Latin-American schools were prepared in connection with the school program, published, and distributed to many schools (*Bibliography, 37, 39, 40, 45, p. 100*). These were prepared by the cooperative efforts of classroom teachers, student teachers, and pupils, under the guidance of the college staff member most closely related to the problem, and of the director of the project. General interest in such bulletins is shown by requests for these, received from many Latin-American communities over the United States.

Second Year's Program

Less time was required the second year for preliminaries. The interests, needs, and progress revealed by the first year's 5 months' work on the project served as a springboard to the second year's activities. The work of the consultant referred to on page 47 and his recommendations were a stimulation. The school board supplemented the Federal grant.

Further improvement of Southside School and community.—The director of the project and the Southside teachers worked cooperatively on the curriculum: (1) to unify and integrate activities; (2) to relate the regular instructional program to the home and community needs of the children; and (3) to improve the children's ability to speak English.

Curriculum improvement was concentrated on the social-studies field, with such integration of other subjects, including English, as was needed to carry activities to successful completion. Duplication of activities and projects from grade to grade was eliminated. For example, children who might one year study about facilities of San Marcos for public safety, would not be asked to repeat this study in a later grade except as community improvements were made.

As one means of relating the curriculum to the children's lives, part of the school work continued to be centered about planning and serving a hot lunch which would meet some of the nutrition needs of the children. Connected with this were nutrition studies in school, such as an experiment in one grade with the feeding of white rats, and nutrition classes in the evening for the parents.

The health program for the year began with simple health tests for all children in the school. As a result, notices were sent to the parents about each child's weight, whether or not there were cavities in his teeth, and the condition of his hair and skin. Later the health of the children was discussed at evening meetings of parents and teachers.

Evening classes for adults dealt with the teaching of English and nutrition. Classes in English were taught by two Mexican girls who were studying in the college. At first these students donated their time. Later the



We will write a story about our kites. A first-grade project in kite-flying time.

members of their classes arranged to pay. The director of the project taught the classes in nutrition. As stimulation of interest for the study of the part food plays in health by the adults, 53 fifth- and sixth-grade children were asked to keep a record of the foods they ate for one day. Results were analyzed and reported to the adult evening class. These foods were classified into the seven food groups (War Food Chart published by U. S. Department of Agriculture). Tabulation of the children's reports showed that too few fruits, vegetables, and milk and milk products are eaten.

Service to outlying schools. Assistance to neighboring schools was centered in Southside. The director's work in these schools the preceding year gave her some knowledge of what they needed. The director was available for consultation by cooperating teachers. They were invited to Southside to visit. Sharing of materials, supplies, and equipment with neighboring schools was continued. Arrangements were made for an all-day Saturday demonstration and conference for the teachers from selected Latin-American schools in two counties.

Time for the demonstration was set for Saturday, March 3. Teachers and pupils worked hard to make the day worth while. L. S. Tireman, field consultant from the Office of Education, helped plan the program. He guided teachers in their preparation, and was present to help visitors interpret the work. Student teachers observed and assisted.

As the visitors arrived they were told what would be going on in each room and were allowed to choose the room in which they wished to visit for the first period. An effort was made to keep the visitors distributed among all the rooms so that there would not be too many in some rooms and none at all in others. In spite of rain, visitors were present from cooperating and outlying schools, college staff, and Incarnate Word College in San Antonio.

Teachers' plans for their lessons had been briefed and mimeographed and copies were handed to the visitors at the door of each room. These helped visitors know each teacher's aims and the activities which she expected the class to undertake. Here are two such plans:

GRADE 1

Aim:	To teach oral vocabulary about kites
Activities:	Make a kite Read stories about kites Word drill Song
Usefulness:	Children are going to be flying kites soon and need to understand necessary English words

GRADE 4

Aim:	To teach the children how to prepare soil for planting the seeds in the window garden To teach new words and give practice in use of them. To develop ability in gathering and reporting information.

Activities: Oral reports
Preparation of soil
Planting seeds
Reading material based on gardening
Usefulness: Community needs gardens

At noon visitors were served the same kind of lunch as was served to the children every day. After lunch members of the parent-teacher association made speeches of welcome and told what the school-community activities had meant to them and to the community. Most of the parents then left, as they held jobs in the community and had been excused only for the noon period. A teachers' conference about the work observed followed.

Results and appraisal of the second year's work.—Through the teachers' cooperative work on the curriculum, definite progress was made toward improvement of teaching in Southside School. Plans were completed for what the teachers called a "frame curriculum" in the social studies for trial the following year. The criterion of selection for each activity agreed upon was: Will it improve life for this child in this community? As a result, the frame curriculum defined areas of activities and subject matter for each year's work closely related to the needs of the children in school, homes, and community, and suggesting improvement in ways of living. That the teachers cooperated willingly and understandingly in this type of curriculum improvement was clear indication of progress.

The teachers also improved in their ability to teach the skill subjects. For example, in Southside School the children's ability in the skill subjects was tested at the beginning of the year,[36] with standing on the tests used as one means of knowing how much teaching was needed in measurable subjects. At the close of the year the tests were again given and the children's progress was measured, with gratifying results. Each grade showed remarkable progress. The third and sixth grade more than doubled their expected gain. As many of the children were overage, some, but not all, of the gain was attributable to maturation. The results of these follow-up tests were the greatest morale builder experienced by the teachers during the project. They had proof, from an objective source, that their efforts, their new activities, their revised curriculum, were actually paying dividends, at least in the abilities measured by the tests. This gave them renewed courage and faith to work even harder between the testing date and the close of school.

No measurement of the children's ability to speak English was made. Children were observed to be more fluent in speech, however, and the freedom from restraint provided by the newer program gave them additional opportunities to practice English with meaning and understanding.

Morale of the staff improved in many ways. Teachers renewed their interest in teaching and increased their efforts to do the best job possible.

[36] Gray-Votaw Achievement Tests.



When reading is fun. High second grade, Spanish-speaking children.

Several things contributed to this improvement of morale. Teachers began to understand that they were doing high quality work and to have respect for what they were able to do. Sympathetic supervision was encouragement to them and resulted in enthusiasm and confidence. Several teachers attended summer school and completed work on master's degrees. Through frequent group meetings teachers adopted the practice of bringing their problems into the open for discussion and cooperative planning. They practiced the sharing of equipment, materials, and duties.

Use of the Southside School and community as a laboratory for student teachers was not achieved to the extent that had been hoped, although progress was made. The students helped the teachers and the supervisor of health and physical education give the health tests. They checked and tabulated children's standard-test papers. Some observed or taught in classrooms. However, in Southside as in other Spanish-speaking laboratory schools, the number of students who observed or taught was still too few, considering the fact that many who take their training in the college will be needed as teachers in schools where Spanish-speaking children attend. Students do not yet realize that when they become teachers they will share responsibility for equalizing educational opportunities for all groups. They do not know the inspiration which comes to those who associate with the Spanish-speaking pupils and feel the courtesy and gratitude

shown by children and parents for an education which meets their needs. It is expected that the growing enthusiasm and good work of pupils and teachers in Southside eventually will give the school recognition, overcome the prejudices of student teachers, and draw them there for their practice teaching.

Evaluation of the San Marcos Project

Activities of the project for improving in-service and pre-service teachers centered about (1) development of Southside school-community relationships; (2) improvement of the school program at Southside School; and (3) educational service to other schools. Below are indications of the progress made.

That the adults of the community were becoming more sensitized to the importance of education was indicated by:

Increased membership in parent-teacher association
Beginning of adult classes to learn English and continued attendance
Beginning of adult classes in nutrition and continued attendance
Continued attendance at weekly recreational programs
Community participation in the Saturday demonstration conference
More home gardens
Increased cooperation between Latin Americans and English-speaking citizens.

That activities of the project had improved the program of Southside School for possible future use as a training laboratory was shown by:

Installation of a permanent record system
Better age-grade placement of pupils
Responsibility assumed by local administration for improving physical plant, employing additional teachers and part-time secretary, initiating summer-school facilities, and a building program
Improved professional standards among teaching staff
More unit teaching
Education to meet children's nutrition and recreation needs
Beginning of curriculum study with emphasis on health and nutrition and a social-studies plan to meet present needs
Children's gain in academic skills as shown by standard tests.

That a continuous program of service to neighboring schools would be welcomed is indicated by the acceptance and use of the activities provided experimentally including:

Consultative visits to schools by the project director
Invitation to teachers of cooperating schools to visit Southside to observe classes and confer with teachers and director
Demonstration conference in which teachers from Latin-American schools in two counties participated
Visits to Southside School from staff members of teacher-training institutions from Alamosa, Colo., and San Antonio, Tex.
Bulletins prepared and distributed (*Bibliography, 37, 39, 40, 44, 45, p. 100*).

The following suggestions for the future improvement of Southside School were made by the director:

Continue to provide Southside School a well-trained, full-time principal whose personal qualifications are such that the work will be accepted with pride and interest. If wholesome, democratic relations are to be satisfactorily developed between the Latin Americans and "Anglos", this principal needs to have the ability to interpret problems of both groups with understanding and sympathy.

Relieve the overcrowded conditions in some rooms by providing more classrooms and teachers.

Install sanitary drinking fountains, toilet accommodations, and washroom facilities.

Provide occupational opportunities for children who desire them.

Develop community resources more fully to include more home production and conservation of food.

Continue night classes for adults and increase the offerings.

Encourage sufficient home visitation by teachers to provide them with an understanding of community conditions.

Initiate the practice of group assemblies among the children.

Develop further curriculum activities to meet school and home needs of the children.

Develop school-community relationships as part of the school program with participation by students, teachers, and parents.

Utilize the school for education of student teachers as conditions permit and develop a plan for helping student teachers of the college appreciate the contributions which Spanish-speaking people can make to United States culture when their educational needs are met.

It is also suggested that the college continue and enlarge upon its educational service to teachers of Spanish-speaking children in the vicinity as its own funds permit. That certain types of service would be appreciated and used is indicated by the response of visitors at the demonstration conference, and by the requests for bulletins received from teachers and other school people.

INCARNATE WORD COLLEGE, SAN ANTONIO, TEX.[57]

Incarnate Word College, San Antonio, Tex., with a department for the preparation of teachers, is in a favorable situation to experiment with the improvement of the educational program for Spanish-speaking children. San Antonio has a population of 103,000 persons of Spanish-American descent, 131,000 other whites, and 19,000 Negroes. In view of the fact that 103,000 out of 253,000 people must adapt themselves to language and cultural differences, it seems imperative that teachers who will teach these children should have special preparation for their jobs. The question is, what kind of preparation is helpful?

How the Project Was Organized

The inter-American center for Incarnate Word College was organized tentatively on February 12, 1944. Cooperating with the college were 6 elementary schools, including over 500 children, 19 in-service teachers, and 21 student teachers enrolled in Incarnate Word College. As it was impossible to know from the beginning that the project could be carried on for

[57] Excerpts from reports prepared by Sister John Marie, project director.

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as long as 2 years, activities were planned as though June 30 would be the close of the work.

Specialists on the faculty of Incarnate Word College comprised a committee for the project, with responsibilities as follows:

Head of the department of nursing education and committee chairman.

Specialist in elementary education, primarily responsible for teaching units, including illustrative materials; responsible for the direction of in-service and student teachers in developing lesson plans based on the needs of the children as indicated by the results of such fact-finding surveys as could be made.

Committee secretary.

Instructor in education and director of physical education. Responsible for social background survey and for check list of personal health habits; assisted in developing teaching units and instructing in-service and student teachers in the teaching of health practices.

Chairman of the department of home economics. Responsible for all items and problems relating to nutrition. Nutritional adviser for the development of teaching units and lunch programs.

Director, division of public-health nursing. Responsible for compiling data on health examinations and for directing patients to proper clinics and following up cases which require medical attention.

Chairman, department of education. Consultant on elementary education. Supervised preparation of long-range teaching units.

At a meeting of the faculty committee called for the purpose by Sister M. Columkille, president, plans were made for the remainder of the school year, and later revised.

First Year's Program

Familiarity with the situation gave the committee a basis for assuming that probably an important phase of the school program to be improved would be the health and diet habits of the children and that teachers need help with this. The committee agreed to check their assumption by a fact-finding survey and on the basis of the survey to build a tentative educational program to meet the needs revealed. A program plan and initial activities in the direction indicated by the survey would be next steps.

Fact finding.—Sources of facts were the City Public Service Board, the industrial department of the former San Antonio Public Service Company, and the College committee's own study of individual situations. From the facts revealed it was apparent that:

The Latin-American population of San Antonio presents a grave social and economic situation, with problems of education, housing, sanitation, and juvenile delinquency.

The high tuberculosis rate was among the Latin-American group, the Anglo group being near the average for the country, and the Negro group the lowest in the South.

The primary interests of the Latin Americans are agricultural and the adjustment to urban life is difficult for them.

Of the Latin-American citizens in the survey, 78.8 percent were born in the United States. Of these 84 percent were born in San Antonio and the remainder in Texas. About 25 percent of these born in this country are children of Mexican parents.

The educational status of the Spanish-speaking people of San Antonio is about the same as for the State as a whole. Enrollment of Spanish-speaking children in school drops off startlingly after the first grade.[38]

Improvement of health.—Initial plans for the project called for a physical examination of the children participating, with the cooperation of the teachers in the participating schools, the health department, and the public health nursing division of the college. This examination was not possible, because of the limited service of the health department and the county health service. Results of hearing tests and the patch tuberculosis tests made in former years were not available.

Consequently the committee changed its plans. An informal physical inspection was given the children in each of the cooperating schools by the health education instructor of the College assisted by the student teachers. Defects were revealed and the names of the children having the defects were given to the instructor in public health nursing. She made a visit to each school and discussed the children's defects with the principal. In each instance the principal was asked to discuss the situation with the parents and advise a complete physical examination either by the family physician or at the medical clinic of the county hospital. As most of the children came from families of the low-income group, they were referred to the county hospital. The nurse in charge of this department provided all the service possible.

In accord with the altered plans for the project, in-service and student teachers were given a series of lectures on what constitutes a good school-health program, and on means for improving conditions in the cooperating schools through instruction in health and nutrition. The following steps were taken:

1. Student teachers, assisted by the in-service teachers, and under the supervision of one or more of the faculty committee, tested the vision of the children with the Snellen Symbol Chart, weighed the children, measured their heights, and filled in forms on social background and personal habits.
2. Student teachers were assigned in groups to the various participating schools, and each group prepared a set of illustrative charts and friezes for the in-service teachers in their respective schools.
3. As soon as sufficient data from the personal-health-habits survey were compiled, the student teachers, under the direction of the instructor in elementary education and the consultant on education, gathered content and prepared the first drafts of long-range lesson plans for grades 1, 3, 5, and 7, respectively. The final forms were carefully revised by committee members and given to the in-service teachers for instructional guides.

[38] In *Spanish-Speaking Children in Texas* (*Bibliography, 41, page 100*), p. 39, figure 8 presents the problem graphically.

4. Check lists on daily health habits and diet were given to the children by the in-service teachers. For the first survey the children checked their list eight times during a 3-week period. The in-service teachers were asked to base instruction on the findings revealed by this survey. The check lists were summarized by the student teachers under supervision of instructors.
5. A schedule of the hours of teaching was sent to Incarnate Word College. Approximately 2 hours a week was devoted to instruction in health and nutrition. Student teachers observed the teaching in the respective grades for not less than 1 hour weekly.
6. The survey of health habits and diets was repeated the last 3 weeks of school from May 1st to 19th. The purpose of this rechecking was to estimate the improvement which might have resulted from instruction.

As the project had to be completed in a short time, conclusions are tentative. Results seem to indicate that the teachers and children were made conscious of the need for improvement in personal hygiene and dietary habits, and that the schools can improve conditions.

A study of school-lunch programs was made by the chairman of the home economics department. It was too late in the school year to offer any suggestions other than to consult with the principals of the respective schools on the advisability of including or improving the lunch program in the coming school year.

Difficulties and problems.—Although shortness of time for the project entered into all phases of the work, the following problems were revealed:

1. Teachers in the schools lacked background for instruction in health and nutrition. They cooperated exceedingly well on the little instruction that could be given them in the limited time.
2. The original plan of having physical examinations and of correlating findings of the school-health program with the instructional program had to be abandoned because of the lack of a functioning or adequate school-health program.
3. School lunch was lacking or inadequate in all but one school studied. Time was too short for improvement.
4. One of the greatest hindrances to the children's progress in school was the language difficulty. This was a drawback in all eight grades.

Results and appraisal of the first year's work.—The project was enthusiastically received by in-service teachers, student teachers, parents, and children. The latter considered the efforts of those in charge of the project as a personal favor. They were proud of being able to recognize and spell the names of foods, do the tooth-brush drills and the chores for health and grooming, and practice the etiquette they learned. After a lesson on table manners, for example, the first-grade children tried so hard to be polite in a school-lunch program that they went to the extreme and attempted to cut their weiners with a spoon rather than take them up and put them between bread as they had been doing previously. One child cried and would not start for school until her mother gave her a handkerchief. In some instances the parents called at the school to inquire about the experi-

ment and copied statements from the health posters which the student teachers had helped to make for the various classrooms.

Student teachers saw new opportuntities for service in teaching Spanish-speaking children. For example, one wrote:

> The project has been a broadening experience for us. Slum conditions always seemed most regrettable, but very remote, until we came into actual contact with them. Talking to a child and seeing his small grimy face light up with enthusiasm and interest, you realize the tragedy of wasting his potentialities through poverty and ignorance.

Another:

> I have become sensitized to the actual procedure of long-range and unit planning, and have learned the importance of adapting plans to the needs and experiences of the children.

In-service teachers cooperated whole-heartedly in the survey, in helping children check their health lists, and in adapting their health and nutrition lesson plans to the findings of the survey.

At the close of the school year the advisory committee made recommendations on the basis of the first 4½ months of the project, somewhat as follows:

1. A project of this nature should extend over a period of not less than one year, and preferably, over several years.
2. Scope of the project should be limited. For example, instead of several schools, one school, selected for its potentialities for providing field experience in teacher training and general education should be developed into a demonstration unit. The best possible program including guidance in learning English should be set up in this school.
3. The project should include home instruction for the parents of the children through an organized lecture series or parent-teacher association.
4. Allied agencies such as social agencies and sanitation units should be invited to contribute to the project.

Second Year's Program

The proposal for the second year of the project was that activities in health and nutrition be continued, that the College center its efforts in one cooperating school instead of working intensively with all six, and that special emphasis be placed on teaching English to children who were just beginning school.

Objectives and plans.—As in the first year of the project, specialists from the College served on an advisory committee, and those directly responsible for the functioning of the project were the director of the project, the critic and demonstration teacher and research assistant, and the director of education in the college, page 96. This executive committee, with Sister M. Columkille presiding, met on September 27, 1944, and outlined the program as follows:

1. Establish in one of the cooperating schools a demonstration classroom for beginning Latin-American children.
2. Employ as a supervising and demonstration teacher a person with specialized preparation and experience in teaching beginning Latin-American children.
3. Have students in elementary education do part or all of their observation and practice teaching in the classroom.
4. Provide for this classroom to serve as a center for demonstrations, observations, and conferences for in-service teachers of beginning Latin-American children in the San Antonio area.
5. Use the classroom as a laboratory for developing, testing, and assembling materials of instruction and professional helps for teachers of beginning Latin-American children.
6. Offer a course in teaching Latin-American children in the education department of the college and utilize the classroom for observation and demonstration.
7. Evolve procedures for cooperating with other public-service agencies in the organization of the demonstration classroom.

The demonstration classroom was set up in Our Lady of Guadalupe School, in the heart of a large Latin-American community. In the class, 30 children who did not speak English were enrolled. No factor of selection was used for the group except age and inability to speak English. The age range of these children was 5.6 to 7 years. Publications regarding the education of Latin Americans in Texas were drawn on in setting up the work.

Classes were in session from 9:15 to 3:15 daily, 5 days a week, Tuesday through Saturday. This arrangement for school on Saturday was made to give in-service teachers in the area an opportunity for observation.

What and how the children were taught.—The work of the year was outlined tentatively in advance, and long-range plans were developed, which centered around areas of special interest. Although planned in advance, units were flexible so as to allow for modifications to take advantage of unforeseen needs or interests of the children. They were chosen to fit the needs of the group in school, home, and community. During the year units on the following subjects were developed: The School, Church, Our Home, Health and Nutrition, Christmas, Toys, Pets, Market.

Tentative lists were made of the words which the children would need to know in order to have the experience of each unit. Words were eliminated or added as the children's needs or interests in the development of the unit required. In the introduction of the new words, direct association with their meaning was developed through experiences.

Science experiences begin early in the lives of children. Science has a rich vocabulary and fascinating things to talk about, the two essentials for vocabulary growth. The science curriculum for the demonstration class was flexible in order to permit sudden shifting of interest. Through obser-

vation, investigation, and discussion, the children became acquainted with the world about them. When there was something of particular interest to see, a walk was taken. Whenever an animal was available the children were encouraged to watch it, ask questions, and discuss their observations. By watching leaves change color, observing animals at work and play, noting changes in the weather, and keeping a weather calendar, the children began in a simple way to understand their environment. Appreciation of beauty was fostered, and curiosity was aroused and directed. Observance of rules of health and safety was included in the science activities. Science instruction was experimental and concrete.

To lay a foundation for meaningful number concepts, the work, in arithmetic was done on an experience basis. No abstract computation was introduced. Number became quantitive to the children. They were given experiences in noting similarities and differences in size, height, length, and position. They were introduced to the correct words to describe these likenesses and differences. Opportunities for quantitative thinking arose throughout the day. Children spoke about "tall boys" and "short boys," a "big chair" and a "little chair."

Gradually the class advanced to counting and naming numbers. In order that counting might be meaningful, the children were encouraged at first to count objects, rather than to count by rote. As soon as the children had gained considerable ease in counting to 10, the corresponding symbols were introduced. Care was taken not to present any symbol before the pupils had adequate experience in counting. The symbols were not developed in serial order. Their arrangement came only after all 10 numerals had been meaningfully developed.

Next, group concepts of numbers up to 4 were introduced; that is, the children were taught to think of 2 as representing 2 objects at once, and the same for each of the other numbers from 2 to 4. The market unit especially called for such concepts of number in buying and selling vegetables and fruits in the classroom.

Writing figures was introduced in the second semester. The children first wrote figures on a blackboard, first the straight-line figures, then the single-stroke figures. After they had learned to write a number on the blackboard, they were taught to write it on paper.

In February a reading-readiness book was given to the children. The content of this was in harmony with that of the long-range plans which had been developed during the year. The children were proud of their new textbooks and eagerly anticipated their reading period each day.

Writing was introduced long before the scheduled time. It had been planned for the latter part of the second semester; but when many of the children began to copy their names, which had been pasted on their chairs, it was necessary to have a directed period for this activity. Manuscript form was used. By the end of the year all the children knew the names of

the letters and were able to write in manuscript the names of pets, fruits, and vegetables from the printed words on their charts and seat-work activities.

During the last weeks of school the *Detroit Beginning-First-Grade Intelligence Test*, designed for English-speaking children, was administered to 24 children of the demonstration classroom. Entering the first grade, an English-speaking child is expected to have a mental age of 6.0 and to make an equivalent score of 44 on the Detroit test. The highest score made by this Latin-American group was 96, which gives the child who made this score a mental age of 8 years and 10 months. The lowest score was 60, giving the child who made this score a mental age of 6.6. The test was administered in English, and so was a test of vocabulary as well as of intelligence.

To find out what words the children had learned, a special vocabulary test was designed, based on 300 of the words which had been presented to these children in connection with activity units and classroom activities. Chiefly the test included the words needed to interpret pictures and understand vocabulary in three pre-primers and primer. This test was made up of pictures planned and drawn by the project director and the demonstration teacher. It was administered to each child individually. Children who did not know or were not able to recall the exact word were allowed to substitute other words so as to make themselves understood. The children's success on the test was outstanding.

As for the children's progress, valuable as was the teaching of English, science, social studies, and the 3 R's, the fact was never lost sight of that there was something more important in their education. As a result of the year's work, the children learned to live more fully and richly through the development of wholesome attitudes and desirable habits and the improvement of their relations to home and community. Self-confidence became characteristic of the group. Whenever visitors came to the room the pupils were eager to introduce them to the classroom environment and they made everyone feel at home through their winning efforts. For example, when on one occasion, a visitor asked a child if he could tell a story, he went immediately to the library table, chose the story of "The Three Pigs," and returning to the center of the room, called the two groups to form a semicircle about him with their chairs. Seated before his classmates, the child dramatically imitated his teacher in relating the story, as he turned the pages of the book.

What the student teachers learned.—Student-teachers at the college were required to observe in the demonstration room for not less than 2 hours weekly. Each student-teacher made brief reports on her observation, including such items as: Date, time spent, work done, remarks—pertaining to procedures, methods, testing, and techniques.

Besides the required observations each student teacher planned part of a unit and taught it under the supervision of the critic teacher. Through

these experiences the students saw the necessity for careful, systematic planning beforehand, and for planning "on the job." They also saw the need of various types of approaches, techniques, and procedures to stimulate and sustain the interest of the children.

Throughout the year student teachers were allowed to participate in some of the work carried on during their time of observation. By supervising seatwork activities, engaging in games, joining in the story hour, they became better acquainted with the children and gradually came to understand individual differences. When it came time for them to take over the class, the children displayed genuine confidence in their "new teachers."

The student teachers also aided in planning and making illustrative materials for use in the demonstration room. These included such items as vocabulary charts, and picture flash cards. In addition, each student was required to plan an entire unit for the teaching of Latin-American children and construct the teaching materials needed to develop the unit. The necessity of being resourceful was emphasized. One student teacher who constructed a miniature grocery store from discarded orange crates and equipped it with empty cans and boxes of produce, showed her ingenuity by using screws rather than nails in putting the parts together in order that the store could be taken apart and moved easily.

A course in methods of teaching English to non-English-speaking children of Latin-American descent and offering 3 semester hours' credit was taught at the demonstration center. The class period of 1 hour was followed by 2½ hours of observation.

The students' learning experiences were not limited to the regular school program. Here is the story of a Christmas party that was educative to the student teachers:

> A few days before Christmas the students entertained their little Latin-American friends of the demonstration classroom with a Christmas party in the home of one of the student teachers. For a period of several weeks the students held meetings to discuss plans for making it a memorable occasion. Games, prizes, and refreshments were carefully planned and evaluated.
>
> On the scheduled day the student teachers brought the children to the party in their own cars. On their arrival at the home the guests were met by the large jolly countenance of Santa Claus on the front door. Inside they were introduced to the mother of their hostess and brought into the living room where a large Christmas tree stood decorated in true holiday style. Presents were then distributed. After singing Christmas songs the children played the game of "Musical Box." The much-coveted prize for the winner was a pair of woolen mittens. The Santa Claus that had greeted them on the front door was then hung inside, and each child was blindfolded and given the chance to pin Santa's nose in the right spot. Prizes were given to the boy and girl who came nearest.
>
> Refreshments followed. A beautifully decorated cake with the inscription "Merry Christmas to our little friends" circling a gay little Christmas tree, graced the center of the table. Each child received a generous piece of cake and ice cream in snowman cups.

The climax of the party came when all the children were taken out into the garden where a large Santa-Claus pinata was swinging from a pear tree. This was the children's pride and joy, for their own little hands had made it. Each child was blindfolded and given a long stick to break the pinata. When one child finally succeeded, there was a scramble for the goodies that were scattered around and a prize was awarded to the winner. Returning indoors they all sat down to listen to the Mexican legend, "How the Poinsettia Received Its Name." After this each child was presented with a pair of crepe paper mittens—red for the girls and green for the boys—one filled with candy and the other filled with popcorn.

Good-byes were said, and as the children left they shook hands with their hostesses and thanked them for the "nice party." It was truly a red-letter day in the lives of these little ones, and for days afterwards they talked about their big experience. The student teachers were happy over the successful outcome of their project when they saw the joy it had given to the children. The mother of the hostess said she was amazed at the initiative displayed by her daughter on this occasion, and at the refined and orderly way in which the children conducted themselves.

Students who had the opportunity to participate in the demonstration room activities grew to love the children and appreciate their delightful characteristics, and to gain appreciation of the contribution which a teacher makes to society. Examples of students' evaluation of their experiences include:

> At the beginning the pupils were a foreign element, living in a community of alien traditions and customs. Now with a start in the English language a new way of American life has been opened to them—ripe with opportunity and advantages • • • •
>
> To say that I received a few surprises while observing would be putting the situation mildly. That I would find the Spanish-speaking children so lovable and actually bright, I would have thought inconceivable a year ago • • • • Another surprise for me was that a teacher could have fun while teaching. There is never a dull moment in a teacher's life—at least in the lower grades—nor does she pine away for affection. There is one thing I cannot understand, however. A teacher must play the part of mother, keeper, teacher, Guardian Angel, and actress for her classroom—then should she not receive the salary of all these—at least the actress's salary? • • • •

The community's interest in the demonstration room.—From the beginning, the parents showed interest in the work of their children. Frequently during the year they came to inspect the booklets and other things done by their children. One parent said he knew all the stories that had been told to the boys and girls through hearing his little son relate them in English. Another parent came to visit the classroom just to meet one little boy of whom his son was always talking. He was interested in knowing his child's friends. During the progress of the toy unit, one mother came to the school with a doll that had been in the family for generations, "Sonny Boy" by name, and told the story of the doll to the children. One day when the teacher and the children were taking a walk in the community, people

showed interest in the class, and one person asked how much it cost to send a child to a school like that.

Previous to this year, no functioning parent-teacher association had operated in connection with the Guadalupe School. Realizing how useful such a group could be to the community, the staff of the project made plans to prepare the parents for it. In the spring of 1945 a meeting was held and parents and teachers discussed the purpose and functions of the parent-teacher association. At a second meeting, officers were chosen and a constitution presented. At the close of the year there were 70 members, and parents and school were actively cooperating. Plans were made for the president to call on the parents who did not join during the year, in order to increase cooperation between the homes and the school for the coming school year. At one of its meetings the group made arrangements for a loan library which would have books useful to the mothers in caring for their homes and children and recreational reading of a wholesome kind.

Problems.—Conditions under which the children lived caused irregular attendance and lack of cleanliness. Causes of irregular attendance included: Parental indifference, need for the child's help at home, unfavorable living conditions, and ill health. The supervising teacher's visits in the homes improved attendance. Some of the parents were especially anxious to have their children attend regularly and to make progress. In some cases where the physical condition was poor, the children came from homes which were underprivileged both economically and socially. One child withdrew from school because of a tubercular condition. Two others were under the observation of a doctor, as both mothers were tubercular patients.

Many homes have not even ordinary facilities and conveniences for cleanliness. Their means of obtaining water is from a pump in the yard. As a result, on cold mornings bleary-eyed, dirt-stained faces were seen in school. One child who came to school meticulously clean every morning was ill for a few days and returned to school anything but clean. It was learned that because of his recent illness his mother feared washing him lest he have a relapse.

No serious problems were connected with the planning and conduct of the program as a whole. The children made remarkable progress in learning how to get along together, in good manners, in social ability, and in merely being happy and well adjusted. They could speak fluently when school closed and could plan the use of their time and direct their own activities. All were ready to read, and some could read well.

Results and appraisal of the second year's work.—Results of the activities directed by Incarnate Word College center definitely indicate that such a project is useful for trying and demonstrating improvements in education for in-service and pre-service teaching. Recommendations made by the advisory committee include:

1. A project of this nature should extend 2 years or more to give opportunity for evaluating results. One test of the value of a pre-first grade is how well the children adapt themselves and advance in their next year in school.
2. Guadalupe School should be carefully studied and developed into a demonstration school for teacher training. Besides a program for pre-first-grade children, instruction in arts and crafts, nutrition, dressmaking, and home decoration should be provided at appropriate levels; and a health program is needed throughout the school. Students from Incarnate Word College and other institutions, as well as in-service teachers from surrounding areas, could be given valuable experience through observation and participation in such work.
3. Instruction in English should be given for adults of the community.
4. The project should provide experimentation with programs of learning for the parents, including appropriate lecture series; instruction in sewing; cooking, and homemaking; craftwork; and other types of adult education.
5. A circulating library for the Guadalupe community might be operated through the school. The assistance of the parent-teacher association could be solicited. These Latin Americans are avid readers, but the type of literature which they read is frequently of an inferior quality. If good books, periodicals, and newspapers in Spanish and English were available on loan, their interests in reading might be directed from so-called sensational reading into desirable channels.
6. A supervising teacher for the surrounding schools to help teachers meet better the needs of the children and communities would be valuable. Experimentation is needed to develop the techniques of such work.
7. Experimentation is costly in terms of time, energy, and money. Financial assistance to participating institutions would be necessary for trial of the foregoing suggestions.

Evaluation of the Project in Incarnate Word College

Judged by informal ways of measuring and by free responses from participants, the activities of the project in Incarnate Word College were successful and are worthy of further experimentation by schools and institutions that have similar problems. Under sympathetic guidance of the demonstration teacher and the project director, student teachers gained better understanding of Spanish-speaking children. In-service teachers, some of whom themselves did not have a functional command of English, learned the language better and gained new ideas about teaching. The in-service teachers unanimously agreed that more programs such as the one carried on in Our Lady of Guadalupe School this year should be developed in all communities where the enrollment is largely Spanish-speaking.

ADAMS STATE COLLEGE, ALAMOSA, COLO.[39]

Adams State College is a teacher-preparing college located at Alamosa, in southern Colorado, in a section where many Spanish-speaking people live. Both Spanish-speaking and English-speaking children attend the

[39] Excerpts from reports prepared by Luther Bean, project director.

schools where graduates of the College will teach. Since a number of the graduates of Adams State College are expected to teach in Costilla County, a training center was established in the county seat, the village of San Luis, which is about 40 miles from Alamosa. Here a community building called the San Luis Institute of Arts and Crafts has been acquired by the College. This building provides space for classrooms for students and rooms for community meetings. With the cooperation of the school authorities, student teachers observe and do student teaching in the San Luis public school.

When Adams State College accepted the invitation of the Office of Education to become an experimental center, the headquarters of the project was established in the San Luis Institute of Arts and Crafts, and with the assistance of the county superintendent and school boards, services for improvement of teaching were extended to selected cooperating schools of the county.

Plans for the work were adapted to the life and ways of the people and the needs of the schools and communities. The population of Costilla County in 1940 was 7,533 persons. Of these, 7,349 were of the white race, 1 was a Negro, 9 were Indians, and 174 were Japanese. It is estimated that 80 to 90 percent of the whites are of Spanish descent. These people are descendants of those who in 1851 came to this region from New Mexico to which their ancestors in turn had come in earlier days from New Orleans and before that from Spain.

There are two main sources of income for the people of Costilla County—farming for themselves and working as laborers for other farmers. Since there is a surplus of these laborers, they migrate to other communities for work, some going as far as Wyoming. They either take their families along or leave them to be cared for by relatives.

Farming depends on irrigation. The farming land is fertile, and when sufficient water is available, good crops are raised. Only crops which can mature in the short high-altitude season can be grown. Wheat, oats, barley, and field peas do well. Pinto beans are raised, and these form a large part of the diet. Alfalfa yields two crops per year and native hay one crop. Recently high-altitude vegetables have been grown—cabbage, potatoes, cauliflowers, spinach, garden peas, and head lettuce. Hogs are raised. Sheep and cattle are grazed during the summer in the mountains and brought to the ranches at a lower altitude to be fed through the long winter. Few of the owners of the small farms can afford livestock. Owners of the larger farms have livestock of a good quality.

The income for most of the people is limited, the rate of pay for laborers is low. Families are large. Diets of many are limited and the balance is bad nutritionally. Often beans and tortillas comprise most of their food. Poor health is prevalent. The homes generally are built of adobe. There is much

overcrowding. The houses are warm in winter and cool in summer, but often the ventilation is poor.

The county has no doctor, no nurse, no dentist, no county agent, no home demonstration agent, no veterinarian, no bank. There are two theaters, a blacksmith shop, several general merchandise stores, and several garages. Many people, especially those who own the larger ranches, travel to Alamosa, 40 miles away, to do most of their trading.

The minimal professional preparation for elementary teachers in Colorado is graduation from high school and the completion of 2 years of college work in an accredited institution of higher education. So far as amount of training is concerned, this is more than some States require. But although many of the schools of the State are rural schools most teachers have no special training in rural education. Nor are most of those who teach Spanish-speaking children especially prepared for this work. Furthermore, because of the postwar scarcity of teachers, even the minimal requirements cannot be met.

Principals of small schools in Costilla County have little time for supervision because they have full teaching schedules. Administrative rather than supervisory problems must receive most of the county superintendent's time. Teachers must learn by trial and error, and mistakes that are costly to pupils cannot be avoided.

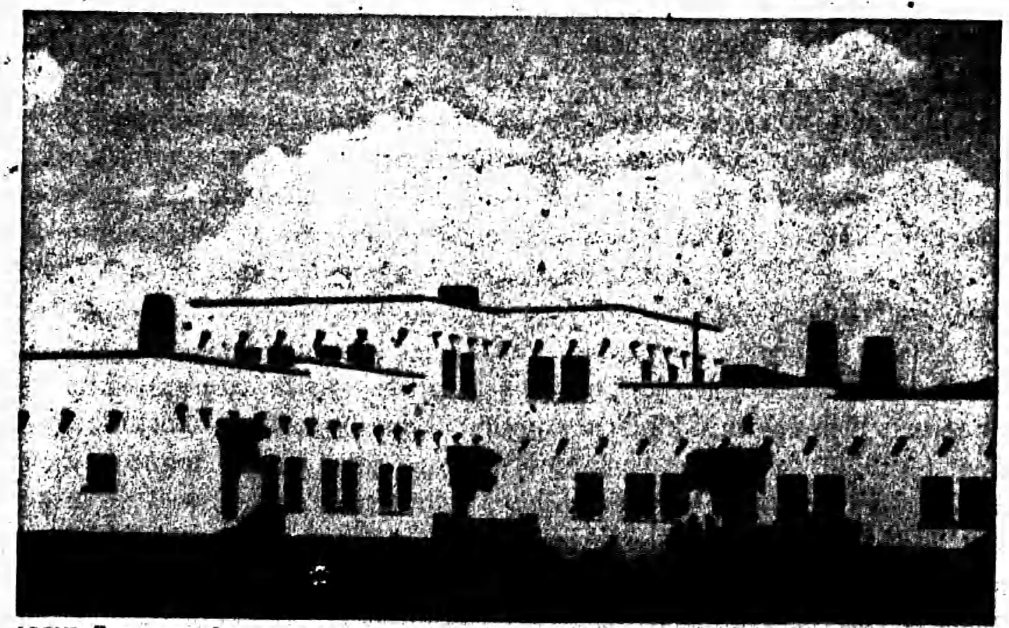
Most district school boards do not buy textbooks for the pupils. Since the parents are expected to furnish these, and since many family incomes are too low for this, children frequently have no books. In a certain school, for example, 7 children in the second grade had but 1 reader; that is, 1 child had a reader, 1 a speller, and 5 had not even 1 book. In a middle-grade room, 6 of the 34 children had no books, 5 had only readers, and only 10 had all of the adopted texts.

Added to limitations of school finance and the consequences of inadequate preparation of teachers, are the educational difficulties which children encounter who come to school from a cultural background different from that on which the required curriculum is based, speaking a language other than that required by the school, and often prevented from regular attendance by the migrations of their parents or the inadequacy of the school-attendance laws.

Difficult as the situation seems, we all know that inadequately educated teachers *can* learn on the job; that it seldom costs more to buy good books than poor; that certain kinds of equipment can be made for nothing; and that teachers, children, and parents working together can improve their health facilities, turn ugly schoolhouses into pretty ones, and do other things that cost no money. Also, county superintendent, school-board members, and others in the county were eager to improve the schools and help the children. Because of the spirit of cooperation and desire for action on the part of all concerned, Costilla County seemed a good place for the







ABOVE: Two scenes from a community mystery play, Los Pastores, handed down from ancestors by word of mouth. BELOW: San Luis Institute of Arts and Crafts.

AGRICULTURE LIBRARY JUN 23 1947

inter-American teacher-education project to experiment with activities for more adequate pre-service and in-service preparation of teachers and at the same time help patrons and teachers learn what improved teaching, well-selected books, wholesome recreation, and community cooperation could do for their children.

How the Project Was Organized

The project was in charge of an advisory committee composed of: (1) Dr. Ira Richardson, president of the College; (2) the project director who is also the director of San Luis Institute of Arts and Crafts and the director of rural education in the College; (3) the head of the department of education of the College; (4) a specialist in rural education; and (5) the visiting teacher, appointed on the staff of the College, to supervise the teachers who were asked to cooperate. Cooperating most helpfully with the members of the committee were Mrs. Belinda S. Carpenter, county superintendent of Costilla County, community agencies, boards of education, and College staff members who were consulted on special phases of the work.

In the first planning conference, held with the field consultant from the U. S. Office of Education,[40] the project was defined as one in the preparation of teachers for school and community development. The following objectives were set up:

1. Promotion of better health facilities, including school-lunch programs, sanitary drinking and washing facilities, clinic facilities for cases of impetigo, and the testing of children's vision and remedial measures.
2. In-service aid to teachers of cooperating schools, including a materials workshop in the Institute to which teachers would come evenings and Saturdays to make materials for their pupils—free materials for distribution in schools, including manuals for basic readers, library books for a limited number of schools, and achievement tests.
3. Community development, including farm shop, library, and recreational activities.

First Year's Program

The work of the project included service to improve the instructional program in cooperating schools, to begin a program of community development in which cooperating schools would function, and to establish educational activities in the Institute of Arts and Crafts during the summer.

Instructional service.—The visiting teacher's visits to schools and her guidance of teachers were important services. She had traveling funds which allowed her to visit cooperating schools whenever she felt that a visit would be helpful. She also accompanied the superintendent on certain calls. In the latter case, all schools of the county were in line to be visited. However, because of the many duties of the visiting teacher, it became necessary for her to limit her own visits to those teachers who cooperated

[40] W. J. Sininger.

most closely with the activities of the project. She assisted them in curriculum improvement. She provided extra materials for teachers and children. In her work with teachers, the visiting teacher considered not the pupils alone, but the pupils in their home and community setting.

In cooperating with the county superintendent, the visiting teacher first looked for a way of getting books for teachers and children. The need for books was made known to the superintendents of larger schools in the State, and broken sets of used books were given to the visiting teacher, who formed a circulating library.

At the Institute of Arts and Crafts, a loan library was established to which children, teachers, and adults might come to borrow books or read. Books were donated by individuals and groups, such as the Junior League of Denver. Each summer, with the cooperation of the College librarian, a student is trained in the fundamentals of library practice and bookbinding. This student is then assigned for a year to the Institute library.

Another service for teachers was the organization of a laboratory at the San Luis Institute of Arts and Crafts where teachers might prepare certain types of inexpensive materials. Here teachers of the county came to make and assemble under guidance: Health posters; the beginnings of friezes which children would complete or use as aids in creative planning; reading charts for the little pupils; designs for weaving; plans for cupboards, shelves, and cabinets which children could make; blocks and toys for beginners. Much of the work was left in the laboratory for suggestions to others. The equipment remained for use in the summer and the following year.

As the possibilities of the laboratory were realized, the different departments of the college were called upon for aid. The art department began building filing cabinets for storing magazines, papers, and pictures. Book shelves were built. Stands were made for holding charts and posters and miniature moving-picture boxes were set up as samples for teachers who wanted such devices as aids in teaching primary children. Printing and manuscript writing were taught to the teachers. They would need these skills for making posters and charts for primary-grade reading, and for assisting upper grades with art work. The English department helped select stories which were based on experiences familiar to rural children and which were easy enough for pupils who were having difficulty in reading English. Students in English classes also told stories to children. The librarian gathered books on teaching bilingual children. The music department compiled a list of suitable phonograph recordings. Staff members of the physical education department compiled literature and recordings for dances and singing games and taught these to students.

Community development.—The health of the children was a joint responsibility of parents, teachers, and school boards, and all cooperated

helpfully in the work. Through a source not connected with the project, clinics were established in two places in the county. Through coordination of effort, the visiting teacher of the project, county superintendent, and teachers located cases of scabies and impetigo, and sent them to one of the clinics for treatment.

Another health problem was to supply satisfactory drinking water. In some communities the sources of water were the running streams, irrigation ditches, and open wells. In certain schools there was no drinking water for the children. They carried their drinking water from home or drank from ditches. The project purchased wooden water containers for four of the schools. These were fitted with tops and spigots at the Institute. Through the influence of the visiting teacher, two open wells were covered. The visiting teacher worked to overcome the community's indifference to the need for good water. The San Luis school was used as a demonstration center for a whole-school health unit on the theme "Good Water." The children in all grades contributed to the unit on the level of their ability. The posters made by the children, the ideas for activities, and the plans which the children developed in a few schools were taken to all schools to stress the need of good water and to give teachers and children an idea of the kind of useful things that children can do and learn.

Another community activity was the Art Club formed in San Luis by the adults of the town and county. Since this was a region where much hand work is still done by the older people with native wool, tin, and wood, it was hoped that through the club these native skills could be retained and taught to the younger generations. This would be a unique contribution to State and national art and a source of income to many people of the county. Added to the rare physical beauty and fine climate of Costilla County, this revival of art would enhance the attractiveness of the county to travelers as well as to the people who live there all the time.

To further its program of school and community development, the project availed itself of a farm shop previously set up under the supervision of the State Board of Vocational Education. Its purpose was to help farmers repair their farm machinery so that they might increase their production of war food. Some 75 farmers were served, and many tractors, trucks, plows, planters, and drills were reconditioned and made serviceable. A greater benefit was the cooperation developed in carrying on the work. The visiting teacher helped spread news of the shop and encouraged the children to assist by carrying home announcements or telling their parents about the work.

Summer activities.—One of the outgrowths of the center project was an inter-American workshop financed by the Office of the Coordinator of Inter-American Affairs and the College, and in cooperation with the county superintendent, to prepare teachers better for teaching non-English-speaking children. Here teachers were taught how to teach Eng-

lish to Spanish-speaking children and how to prepare reading materials for these children. The workshop was similar to that of the laboratory maintained during the school year.

During the summer, also, a library period was held at the Institute. The books which were used in the circulating library were loaned to children, and in connection with the library service there was also a story hour for children, carried on by the English department of the College.

Director's appraisal of the first year's work.—Reviewing the activities of the project after its first 4½ months, the director made a tentative appraisal. He felt that the program gave the teachers an opportunity to find out what it is like to have books and other supplies to work with. It introduced to a reading-readiness program many teachers who had had no training for teaching primary children. It provided opportunity to make and use materials that they had not thought of before. Teachers of ungraded schools gained an idea of how to develop whole-school activity units. People of the community had become aware of school needs. In many instances people had had no knowledge of the lack of materials in the schools and of the small salaries received by teachers. All would probably be more inclined to work for improved school laws as a result of the center project. By calling attention of the people to the possibilities of the native art, the project had encouraged the beginnings of a worthwhile art industry.

Second Year's Program

The pattern of work in 1944–45 followed that of the first year of the project. There were a number of instructional services, including those which began the preceding year. A program for student teachers was initiated. Community development was continued and extended. Work with children and young people was continued.

Instruction service.—The curriculum laboratory described on page 70 remained popular. Children as well as in-service teachers and student teachers came there to work with materials. The services of the textbook and circulating library were expanded. The books were used by elementary and high-school pupils, college students, and adults of the community.

The visiting teacher, after initial visits to all schools with the county superintendent, concentrated her work again on cooperating schools. She visited these often with the county superintendent and the College art and crafts instructor at the Institute. When the three people visited the same school, the county superintendent gave her attention to routine reports and business connected with the operation of schools. The art instructor took tools and materials and taught teachers and pupils some of the simple skills which they needed for their murals, stencils, and woodwork, incorporating these activities into the regular school subjects. His work in introducing arts and crafts to the schools in this practical way was

one of the big values of the project. The visiting teacher conferred with the teacher, helped make plans, provided materials, and sometimes taught the children. In the minds of teachers and children, this visiting activity was the most important of the duties of the visiting teacher.

Useful and popular in the instructional program and an asset in community development was the *San Luis Institute of Arts and Crafts News Letter*, which was hectographed at the Institute and distributed among teachers and parents of the county. In it were items about the studies which cooperating schools or classes were doing, a page for boys and girls, announcements by the county superintendent, news about community activities, and messages from the visiting teacher. The cover of the News Letter in color was attractively made with a block print for each month planned by students in the art department. Three issues were put out during the year. A monthly newspaper for the students was mimeographed. This included news about the Institute and county educational activities.

Saturday and evening classes for the teachers of the county were established at the Institute. County superintendent and school boards encouraged their teachers to attend.

A group of students in the rural summer workshop at Adams State College developed a tentative list of words which were common to the experiences of the children of the county, and made tentative outlines of the activities through which the children could learn to use the words of the list freely. This list was used by primary teachers of the county. The visiting teacher considered it useful for its combination of suggestions for activities and words to be learned through these.

A new emphasis in cooperating schools the second year was on music. Going from one school to another one might anywhere hear children singing. The interest especially expressed itself at Christmas time when a group of the school children of the county gathered in the business center of San Luis and sang carols, accompanied by a mandolin and accordions. Christmas shoppers from rural areas as well as the town gathered round and listened and followed the singers.

Teachers of the county were brought together at a 2-day institute in the fall, and again in the spring. The county superintendent arranged the meetings, planning cooperatively with the visiting teacher. The teachers liked these and requested similar programs for the next year. At the spring convention, a county teachers' association organized since 1915 took on new life. A display of art and materials produced in connection with school activities was helpful. Student groups presented music. A high-school dancing class in colorful costumes gave folk dances, and the San Luis high-school band made its first appearance. A fifth grade of the San Luis schools gave an original play on the Indians of Colorado, which they had written in connection with a study of the community. The activity paral-

leled in an interesting way the showing of a motion picture on the Indians of New Jersey, written, staged, and filmed by a rural school of New Jersey. The film was loaned by one of its sponsors in Teachers College, Columbia University. Its title is *Living and Learning in a Country School.*

Student teachers.—Arrangements were made with county superintendent and board of education for student teachers to do their practice teaching in the San Luis schools and to observe and assist in certain cooperating schools. The students spent the forenoon of each day in the San Luis school. Each worked as room assistant with a selected teacher, under guidance of the visiting teacher. Each student's assigned activities began with observation, and more difficult duties were added as she gained ability to handle them. The visiting teacher helped her learn to teach skill subjects, tell stories, and give individual guidance as needed. Eventually each student planned units of experience and taught these. Student teachers also got practice in the development of community projects and in creative activities in English, art, and handwork. As an illustration, a few students made marionettes, "The Three Caballeros," and planned a show which they gave in the high schools of the county.

Especially promising in preparing students to teach beginners was the program developed for a group of children who were coming to school for the first time. This roomful of some 60 timid youngsters in September presented both a problem and an opportunity. Their chief activity at the beginning of the year, with a teacher unprepared for an English-speaking and a reading-readiness regime, was learning A, B, C's. After the first half year a new teacher, a primary specialist, was placed in charge. She sent 20 of the most advanced children to the first-grade teacher. She divided the remainder of the group, sent half into an empty room for free activities under supervision of a student teacher, and carried on the main instructional program with 20 in the "home room," alternating the latter two groups as needed for the usual reading-readiness and experience program. She unscrewed the seats, moved some out, and gathered the children about her so that all could hear and see.

School-community development.—The project staff were influential and active in a number of community activities. A consultant from the U. S. Office of Education gave advice and assistance.[41] In one village where the drinking water was taken from the river or from irrigation ditches, causing typhoid one year, arrangements were made with the people of the town and the Farm Security Administration to develop a system for piping water from a spring in nearby hills to the homes.

As various groups considered the contributions which the inter-American project might make to the development of the community, it became apparent that the people needed to become more cognizant of the value of

[41] L. S. Tireman.

the community, more appreciative. It was suggested that development of local history might serve this purpose and at the same time be of interest to other communities. San Luis is the oldest town in Colorado and San Luis and other communities cooperating in the project have historical significance. Plans were made to gather the facts and publish them, with the schools taking the lead. The project committee encouraged school and community activities for the purpose.

Closely related to the community's study of its history, was the revival of a native mystery Christmas play, *Los Pastores*, which had been handed down only by word of mouth, from the people's ancestors in New Orleans, and before that in Spain. There were people in the community who could repeat the lines and sing the songs of the old drama. With the help of certain College staff members, the play was again produced, with the principal parts taken by the people who had played them in earlier years. Younger people became understudies for the parts and will be able to repeat the play. The chants and tunes will be taught to students at the Institute. The script has been written and duplicated. Now instead of being in the minds of the people only, it is recorded so that the young folk can carry on.

The farm shop was a factor in community development. It was reopened the second year with a mechanic-instructor in charge. Farmers could bring their machinery for repairs and do the work and use the tools under the guidance of the instructor. The demand for work of the shop was so great that even with the funds from the Federal Board for Vocational Education withdrawn, the College kept the shop open during June. Later a plan was made whereby the farmers would pay a fee for the privilege of using the shop half days at a time, with the instructor hired by the money pool thus formed.

It became apparent during the Christmas holidays that the young people of San Luis and vicinity needed recreation. Representatives of the college, the priest, the high-school principal, and about 30 young people met to make plans for a canteen. Two rooms at the high school were made available and the young people made rules for its operation and took charge, choosing one of the younger parents as a chaperon each of the two evenings per week that the canteen was open.

Other community activities initiated during the project include a Boy Scout troop, a singing club for adults, a new art club for high-school students, a Newman Club. A corner of the Institute campus was flooded for a skating rink by the San Luis Fire Department. With the help of a young man of the Institute staff an interest, which had practically died, was revived in basketball, baseball, and track at several of the high schools in the county, and competitive games were played.

Evaluation of the Adams State College Project

Since in its initial stages, with relatively short time for development and trial of activities, the project did not lend itself to statistical evaluation, the basis of appraisal consists of activities and statements of participants. Activities of the spring semester of 1944 enabled the staff to study the field and formulate tentative objectives. In the fall, work was begun in 12 fields of service in line with these objectives. Something was accomplished in all but 1, and in addition other services were developed. By the close of the year the project had initiated, contributed to, or influenced the following activities:

Curriculum laboratory
County textbook library
Community loan library
Visits to cooperating schools by visiting teacher
Student observation and teaching in cooperating schools
Treatment of impetigo, scabies, and pediculosis
News letter
Saturday and evening classes for teachers
Basic vocabulary for bilingual children
School and village project to secure good drinking water
Research in local history
Introduction of arts and crafts into cooperating schools
Farm shop
Institutes and conventions for teachers
Christmas carols in county seat
Restoration of Christmas mystery play, *Los Pastores*
Red Cross poster contest
TB X-Ray mobile unit
High-school band at county seat
Basketball and track in cooperating high schools
Observation for psychology class
Recreational program for San Luis

Teachers of the county are on a higher level of interest at the close of the project than before. More ask for books, seek help, come to the Institute workshop. The plans and work of student teachers are improved, and the students themselves showed increased enthusiasm and self-confidence in their classroom and community participation. The community seems more alive and conscious of itself. Community enthusiasm and effort are strong. The College has increased its staff in the San Luis Institute. All staff members are active in school-community development. County superintendent, teachers, and college staff have expressed the wish to move forward, whether outside funds are available or not. Some have stated the belief that in the development of the educational program which has been launched, lies the answer to many of the problems which exist in the county today. Their hopes are expressed in the words of the county superintendent:

Better schools will attract more people to our communities and will encourage those who are in the habit of seeking work in other localities, to find work at home in order that their children may attend the local school. This will help solve the problem of irregular attendance, which is a major school problem at the present time. Farmers will be encouraged to use better farming methods and improve their homes. The result will be "Better Schools, Better Communities, Better County, and Happier Living," which is the goal toward which all are working.

SHORTER PROGRAMS FOR SPANISH-SPEAKING CHILDREN

Sul Ross State Teachers College, Alpine, Tex. [42]

Alpine, Tex., is a town of some 4,000 people, about half of whom are Latin Americans, whose children attend the crowded 10-grade Centennial School in the southern part of town. Latin-American pupils who finish the first 10 grades may complete their work in the Alpine High School with other white children of the town. Centennial School has too few books and not enough teachers for the many children of the community. The teachers who are available have on the whole no preparation for teaching Latin-Americans or for understanding their needs, and some are emergency teachers.

The project began March 29, 1944. Facts were gathered about school and community situations in Alpine and in three neighboring schools. On the basis of the information secured, the College made plans with local administrators to work in Alpine to improve attendance and correct speech difficulties, and at the three neighboring schools as follows: At one, to improve oral and written English; at another, to "improve attendance, manners, and morals"; and at the third to improve attendance and develop a program which would give the children an incentive for attending school.

Although one of the major objectives of the inter-American center project as a whole was for centers to give service to schools in their vicinity, it was soon apparent that the time that remained was too short in the Alpine center to secure desired equipment, set up specific programs, and give a fair trial to plans for improvement in the neighboring schools. Accordingly, with the visit of the field consultant[43] from the U. S. Office of Education the second week of April, plans were changed. The service for one outside school was dropped. That to the others was limited to instructional materials.

The decision was made with regret because the neighboring schools were cooperative and desirous of improving the education of the children. The experience points to the importance of allowing sufficient time for experimental programs to be developed at the beginning of the school year and carried through without haste.

[42] From reports by project directors, T. H. Etheridge and G. P. Smith; and Mrs. Eunice Newman, Mrs. S. W. Bass, and Mrs. T. H. Etheridge.

[43] W. J. Stuhrger.

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The remainder of the year was centered on attendance in Alpine. To improve attendance, a visiting teacher was employed to study home factors in the low attendance and to work with parents and teachers to keep the children in school. Among the factors emphasized in her report as contributing to low attendance are the following:

1. *Sickness.*—There are colds and tonsilitis. Children and parents need to be taught the fundamental rules of health.
2. *Children's staying out of school to help at home.*—In some of the families, the children's help is needed to add to the family's income. In other families, absence from school is due to the parents' indifference to education, and possibly to the fact that the school program is not interesting or useful.
3. *Fear of chastisement when they are tardy.*—These children would rather be absent than tardy, when they face punishment for tardiness.
4. *Failure of parents and teachers to cooperate.*—The parents would like to bring their problems to the teachers, but are said to meet with poor reception when they do so. On the other hand, teachers are working under disadvantage in crowded conditions with poor equipment. They should be helped to see that Spanish-speaking children are easily influenced by kindness and understanding, but are uncooperative when driven.

In the report, a health center, playground supervision, competitive games, and other recreation are recommended. More teachers, more and better books, and equipment for improvement of the school program; and a visiting teacher to maintain contacts between home and school are also advised.

The most effective part of the project in Alpine was a demonstration room in summer school. The purpose was to illustrate to students in the College effective ways of teaching young Spanish-American pupils who enter school knowing little or no English. The plan was put into effect with the assistance of the field consultant. He secured an experienced and capable demonstration teacher. He helped interview parents and encouraged them to send their young children to the demonstration room, a new idea to them. With the teacher, he worked out details in the classroom and cleaned and decorated it, shopped for supplies, made arrangments for furniture and equipment, and helped to classify the children in three groups according to their ability to use English. He remained to guide and aid for 10 days following the opening of the school.

The teacher kept a diary account of her work, and a published summary (*23*) of this has been distributed among the centers. A few excerpts from the diary illustrate highlights in the demonstration. For example, the teacher writes:

> I was free to plan a program to fit the needs of the children * * * *
>
> For convenience in keeping supplies and materials where the children could use them freely on their own initiative, I planned for centers of activities as follows:
>
> 1. *Health center:* This consists of a fountain, sink, soap, and towels. With

this equipment we have many devices for encouraging better health habits.

2. *Library center:* We have a nice reading table and 60 new storybooks.
3. *Science center:* We have two window boxes of flowers and goldfish. We hope to add to this center as time goes on.
4. *Handicraft center:* We have a work table with nails, hammers, saws, blocks, easels, brushes, and paint.
5. *Play center:* We have a few dishes, a doll, boats, cars, airplanes.
6. *Bulletin board:* We have two bulletin boards, placed low for the children's convenience.
7. Adequate space for the recitation circle.

* * * * The visitors of the workshop group were delighted with the appearance of the room. They were impressed with how happy the children were. This is one of the things we are striving hard to attain. A child should be happy in school * * * *

Today the beginners talked about the family and added the words, grandfather and grandmother, to their vocabulary.

In the faster group we had a language-reading lesson on fruits. The children talked freely about the fruits they like to eat. Pedro had trouble in pronouncing "cherries." This word was used in the phonics drill, and after he was shown how to place his tongue properly he could pronounce it correctly * * * *

The middle group needs oral work on action words. Their vocabulary consists largely of nouns. Sentence structure is difficult for them.

In the 6 weeks during which the school was in session, the children made progress. Two student teachers did practice teaching in the room, and about a hundred teachers and administrators observed the work at various times during the term. Phonograph recordings were made of the children's speech at the close of the term.

The Sul Ross project was not continued during the regular session of the second year, but another demonstration class was held the second summer somewhat like that of the first summer. Efforts were made to increase the number of observers and extend the amount of observation. This summer, phonograph recordings of the children's speech again were made—once near the beginning of the term, and once at the close of the 6 weeks, showing definite progress.

One drawback to having the project reach more students both summers was the prevailing attitude of so many students that somehow or other it is not quite "the thing" to prepare themselves to teach Spanish-American children, even though they know that if they teach in Texas they are likely to have Spanish-American children in their classes. However, there were indications that the attitude of reluctance to prepare for teaching Spanish-speaking students might eventually be overcome. In this connection the following observations are significant:

Some of the students observed day by day consistently and with enthusiasm. They reported "never a dull moment." They showed an interest unmarred by prejudice.

The demonstration was accepted without complaint by most of the Anglo-Americans of the community, even though this was the first time that Latin-

American children had been taught in Central School—a public school. Furthermore other classes in the same building were opened this summer to Latin-Americans. This was something new at Alpine.

Among the values of the demonstration school to the students of the summer workshops were: (1) the emphasis placed upon the necessity of specialized teaching techniques with Latin-American beginners; (2) the development of several term papers on the teaching of Latin-American children by students of the workshop group who observed; and (3) emphasis upon the need of a program of varied and rich experiences for the Latin-American beginners, with large toys and blocks; attractive picture books; paints, crayons, large construction paper, and scissors for the children to use in building and making things; and excursions. This is the type of work that teachers of Spanish-speaking children apparently need to observe and to introduce in their own classrooms.

Texas College of Arts and Industries, Kingsville, Tex.[44]

The Spanish-speaking community in Kingsville has small, attractive houses of American bungalow design. Some homes have gardens. Nearly all have ornamental shrubs and flowers. All homes have water and either indoor or outdoor shower baths. More than half the families own their homes.

The school plant includes a main building of two stories, which is a brick structure with six classrooms; and four newer buildings each of one story located on the same one-block campus. The newest is a building which serves for homemaking classes for the girls, hand arts for boys, and a school library. One of the buildings is for the beginners and the first graders. It has four rooms. Another building houses the middle grades. The fourth is for the advanced grades. Adult groups and the Mexican Boy Scouts also meet there.

Homemaking is taught in grades 6 to 8 when a teacher can be secured. There is a good recreational program which is in charge of a qualified young Latin American. A lunch program of former years has been dropped. Children of school age in the community numbered approximately 1,500, with an enrollment of 1,100 and an average daily attendance of about 1,000. For their high-school courses the children attend the Kingsville High School which is unsegregated.

The project in Kingsville was first planned for Spanish-speaking schools—one in Kingsville and two in neighboring towns, San Diego and Ben Bolt. An element in the situation was a school program that allowed relatively few opportunities for the Mexican children to improve their everyday use of English in speaking and writing. Some of the teachers at the time were insensitive to the children's errors in enunciation and pronuncia-

[44] From reports by E. N. Jones, director of the work and president of the college. Those who collaborated in the studies include: J. C. Cross, J. DeWitt Davis, A. D. Harvey, Louis E. Kulpinski, Aline McKenzie.

tion, a situation which made improvement more difficult. As a result the children were handicapped when they entered the English-speaking high school. All schools appeared to need better programs for health and nutrition. Other emphases were on the general improvement of instruction and the development of the Kingsville schools as a laboratory for observation and participation by students in training at the College.

It was the plan of the College that the project sponsor four studies and cooperate with the schools in a program of improvement and in setting up problems for further study, based on the findings. Two studies were language studies. The purpose of one was to compare the Spanish-speaking children with the "Anglo" children on enunciation and pronunciation, using the words of a 100-word list selected from a third-grade vocabulary. The study was carried out by trained observers from the College. Student teachers assisted with data.

Among the findings of the study were the following:

1. At the third-, fourth-, and fifth-grade levels the Anglo children were distinctly superior to the Spanish-speaking children.
2. At the seventh- and eighth-grade levels the central tendencies of the two groups were reasonably near, although the English-speaking children were still superior.
3. The Spanish-speaking children showed more consistent improvement from grade to grade than the English-speaking children.
4. The most serious difficulties of the Spanish-speaking children at grade 3 persisted in a large degree to grade 8.
5. The Spanish-speaking children's difficulties seem to be with the English sounds which have no equivalent in Spanish; as, for example, in the words fish, shoes, arithmetic, church, and steak.

Among the implications of the study for teaching are:

1. The difficulties revealed by the study handicap the children for speaking English but not for understanding English speech or for reading or writing English.
2. It is the responsibility of the school to find out how this speech handicap of the Spanish-speaking children can best be overcome—whether by a richer type of curriculum, by specially trained teachers, by having the English-speaking and Spanish-speaking children in the same school, or by some combination of these factors.

Several suggestions for improvement were made for segregated and nonsegregated schools, but the shortness of time for the project prevented cooperative action with the Office of Education. The desire of leaders in the two language groups to better the situation will no doubt soon carry them into programs of improvement.

The other study in the use of English was concerned with vocabulary development; that is, with the children's knowledge of English words which they need for writing. Again, looking forward to more nearly equal group abilities in high school, comparisons were made between the Spanish-

speaking children and English-speaking children. Among the questions raised were: Does a Spanish-speaking elementary school child have a handicap in reading English? If so, at what grade is it most serious? How can a usable vocabulary best be developed? How do differences between the vocabularies of English- and Spanish-speaking children in this situation, which is segregated, compare with the differences in nonsegregated communities? Owing to the time limitations, the study served only to introduce problems; not to solve them.

In the test, the children were given key words of third-grade level and told to write the things these words made them think of. Among tentative findings were:

1. The Spanish-speaking children appeared to have no handicap in writing English. However, questions were raised regarding the device used for the test. At best the situation involving a key word and response is not a life situation, nor was it discernible to what extent spelling and handwriting were factors.
2. The only decided difference was at the high third-grade level where the Spanish-speaking children were inferior to the English-speaking. Since the difference tends to disappear as early as the third grade, perhaps it is not significant, and teachers should concentrate their efforts on pronunciation and enunciation rather than on vocabulary.

Several problems were suggested for further study. One was to repeat the study with more schools and larger numbers of children. Another was to isolate vocabulary factors from spelling and writing difficulties. Trial of nonsegregated and of activity programs also were suggested.

A third study was concerned with a program of health and nutrition in one of the cooperating schools. This was a nonsegregated school in a rural community some 20 miles from the College on a paved highway. There are more Spanish-speaking children in the school than English-speaking. Teachers and principal are trying to build a more progressive school program. The school board is made up of five Spanish-speaking and two English-speaking citizens. There appear to be two groups of Spanish-speaking people in the community—one whose members are fairly prosperous and desire education. Another group who are more migratory, have lower levels of living, and are less concerned about education and good citizenship and apparently somewhat undernourished. One objective of the project was to improve the health of the latter group.

The study in this school concentrated on a hot-lunch program. As much as was consistent with well-balanced meals and with the price allowed per meal, the hot-lunch menus were planned to include the kind of food Spanish-speaking children like. At the close of 6 weeks the measurements and weights of those who ate the lunch were compared with those who did not. It was thought that the period covered would be too short and the effect of one meal a day too small to show distinct differences. The results were a surprise. There was gain in weight and height on the part of the hot-

lunch eaters distinctly larger than the gain of those who did not eat the lunch; and a larger percent of the hot-lunch eaters showed gain. In addition to being a contribution to the children's health, the lunch program became a pleasant social diversion and reduced group friction.

On the strength of the study, plans for the next year included arrangements for a young woman who was interested in the project to take training during the summer for the homemaking program of the school. She would then have charge of the lunch program in the school and of a nutrition clinic for adults. She planned to consult regularly with the nutrition member of the College staff who cooperated in the study. Plans were also made for an experimental lunch-room breakfast. This was thought desirable, because many of the children leave their homes as early as 7:30 a.m. in order to ride to school on the bus. In addition to improving the children's nutrition such a breakfast, well supervised, could also contribute to the children's educational program because too often children who come to school so early spend their time before 9 o'clock in idleness.

A fourth manuscript prepared in connection with the project was a usable compilation of games and other suggestions for a health program to meet the requirements of the State course of study for "150 minutes per week of class instruction in physical education each year." The material was developed and tried in one of the cooperating schools.

Intercultural Center, San Dimas, Calif. [45]

San Dimas, Calif., is a town of some 3,000 people in the citrus-growing and packing region near Los Angeles. About 20 percent of the population is of Mexican origin. The elementary school has an enrollment of 375 to 400 pupils. At the time of the project, the elementary school children of Mexican origin were segregated in a two-room frame house back of the building that housed the Anglos.

The inter-American educational project here reported grew out of a pressing school and community problem—friction between the children and young people of Mexican extraction and those of the rest of the population. Complicating factors were: (1) anti-American propaganda fostered by the induction into the Army of a relatively large number of Spanish-speaking boys, especially in the early months of the draft; (2) bitterness because of job discrimination and school segregation; (3) a relatively large proportion of the population with strong color prejudices; and (4) the bringing into the community of about 50 Mexican Nationals to help pick fruit. Pupils of the "Mexican" school and the "American" school shared the playground. There were constant quarrels and fights.

First steps in remedying the situation were the faithful work of a group of Mexican young people created as a discussion group in 1940; the organ-

[45] From report of the project made by Ella Tipton, director of the project and vice principal of the San Dimas Elementary School.

ization of a club of influential citizens, including the Mexican young people of the discussion group; and frequent meetings and social gatherings which brought together the English-speaking and Spanish-speaking groups. Then, in 1943, with funds furnished by the local community and the Office of the Coordinator of Inter-American Affairs, and administered by the local Claremont Colleges, a 6 weeks' summer school and health and recreational program was held.

For the summer of 1944, financial assistance was again secured—this time from the U. S. Office of Education which in turn was working with a grant from the Office of the Coordinator. With revisions and improvements based on the experience of the previous summer, the triple summer-school, health, and recreational program was again put into effect by the San Dimas Community Council and the Home and School Club. Many ideas for teachers who are seeking guidance in improving the school-community situations for the Spanish-speaking resulted. Students from Claremont Colleges were scheduled for observation and practice teaching in the San Dimas Center, as had also been the case in the summer of 1943.

In the summer school were four classes—kindergarten, primary, intermediate, and upper-grade. Activities consisted of art, clay modeling, construction, dancing, music, dramatics, and Spanish. The average daily attendance was 60. Thirty-two percent were of Mexican descent and 68 percent were English-speaking. There was a child-care program for children of working mothers; an evening recreational program for young people, consisting of swimming, motion pictures, athletics, dances, and bicycling. Picnics and talent shows were held with average attendance of 121, 40 percent Mexican and 60 percent Anglo-American. An afternoon swimming group had an average attendance of 30. A group of overage boys working for special promotion met to study American democracy and the Constitution of the United States. There were adult-education classes for Spanish-speaking people and Anglos. The work at the Community House included Red Cross Home Nursing, a preschool clinic, a well-baby clinic, and home-demonstration classes. The recreational program was planned by the project director and a special planning committee made up of adults, young people, and a boy and a girl, with both Anglos and Mexican-Americans equally represented.

Difficulties and set-backs of 1944 include:

1. Teachers of the lower-grade pupils complain that the Mexican children "hold the others back" because of the language "handicap."
2. Public acceptance of the program was retarded for a time because through temporary subversive influences some of the Mexican-American children showed disrespect for the American flag. By 1945 approval of the program was again regained.
3. Resentment at the early induction of a disproportionate number of Mexican-American boys into the armed services has not completely died.

Positive changes growing out of the program outweigh the set-backs thus indicating that the program has been worth-while and that the activities are suggestive for those who desire to cope with similar problems elsewhere. Positive changes include the following:

1. Segregation in school was eliminated during the school year 1943–44.
2. Efforts were increased to employ teachers without racial prejudice.
3. Friction in the school between Anglos and Mexican-Americans was at a minimum.
4. In the community house there was harmony between groups.
5. The better elements of both groups in the community are becoming increasingly interested in the program and more determined to have it succeed.
6. Teachers in schools nearby have become interested. A series of institute meetings have resulted.
7. High-school social science classes planned an effective Youth Council which is now in operation using the community as a laboratory for civic betterment.
8. An experimental prekindergarten school was conducted during 1944–45 by a Spanish-speaking teacher. It was effective, but was discontinued because of lack of funds.

Recommendations for the future include:

1. Improve the guidance program for Mexican young people of high-school age.
2. Teach English to Mexican children before they enter kindergarten.
3. Have some visitation and discussion groups in Spanish led by a teacher of Mexican background to counteract un-American attitudes and activities. This was tried successfully by one of the teachers in 1944–45.
4. Include more music in programs for Mexican adults.
5. Increase the size of the Mexican-American young peoples' group.
6. Organize future summer programs on the basis of clubs rather than classes. This was also tried in 1944–45, with success.
7. Use language-pal method in upper-grade Spanish; that is, have each of the Spanish-speaking children assist one or more of the English-speaking children with his Spanish. This was tried. It was effective as a means of social adjustment as well as a way of teaching language.

V. SUGGESTIONS GROWING OUT OF THE PROJECT

The cooperation and skill of staff members of the 22 inter-American Centers and the enthusiasm of teachers and pupils led to the formulation (1) of essential characteristics of a teacher-education program in inter-American education, (2) of problems for further research, and (3) of suggestions for the future. These should be useful to institutions or agencies that contemplate educational programs or research service in inter-American relationships.

INTER-AMERICAN EDUCATION—SOME ESSENTIALS OF TEACHER PREPARATION

Whether it be for teachers of Spanish-speaking children or of English-speaking, *a good inter-American teacher-education program*:

Is based directly on the needs of children.—It calls for a program growing

out of children's needs for better understanding of the Latin-American influences and contacts in their lives. For example, children use the products of other American countries, hear references to other American countries and inter-American problems over the radio or in their parents' discussions, and read about them in newspapers. In connection with these real experiences the program should be built. To such a program, teachers in service should bring the interests, needs, and problems of the children they are teaching. For students in training, experiences in teaching should be arranged, in order that inter-American education can be real for them, not just reading, hearing lectures, and writing reports.

Helps teachers go right to the heart of inter-American relationships.—Setting up objectives in teaching is a task for which teachers welcome guidance. After first being considered from the standpoint of the interests and needs of the children, objectives should be selected for their significance in building inter-American friendship and for understanding inter-American relationships; not for their relation to a logical outline of information.

For example, suppose a neighbor nation is in the news because it has taken away part of its trade with us, and the children wonder why. This may be the basis for a study of world trade or the relation of world trade to home markets in both countries. This does not mean that geography, history, and the economic and political problems related to such subjects are to be omitted. Indeed, many factors of geography and history are needed in answering such questions. This does mean that only in connection with real situations do bare facts have meaning.

Familiarizes teachers with many kinds of materials for the children and young people whom they are teaching.—In a good program there are many books to be examined and a place for the examiners to work with the stimulation of conferences with other students, and with guidance from specialists. Teachers need continually to be studying both the books and their pupils in order to know what is the "right book for the right child." There are motion pictures to be viewed before they are shown to the children and recordings to be listened to and enjoyed and used with children.

Makes instructional materials available for teachers.—These include teachers' reports of classroom activities and other teaching experiences. Bibliographies, too, should be accessible. Not only should teachers examine these now and then, but they should own a few themselves so that they may order new books when their pupils need them. Teachers of Spanish-speaking children should have access to the kind of materials which are most suitable for these children—that will help them start with and use the culture around them and adapt themselves to new ways in improving their lives. Continuously teachers of Spanish-speaking children should have guidance in keeping informed about literature in the field of education for the Spanish-speaking.

Gives teachers practice with types of experience which it is desirable for their students to have.—For example, if a teacher expects to help her students prepare Latin-American foods, she should have a chance to do this herself under guidance. If a Spanish-American dance will be a useful experience for her students, then she should have opportunity to learn this dance herself. If her pupils need a rhythm band, then her teacher-education program should give her the opportunity to take part in one, and to make some of the instruments, in a Saturday morning workshop, perhaps, or a summer workshop. If a teacher of Spanish-American children needs to teach her students gardening, she should have gardening experience herself. If her courses in pre-service training have not given her such experiences then her in-service training should provide them.

Provides experience and guidance in school and community development.—Although this type of experience is desirable for teachers in all kinds of communities, it is particularly desirable for teachers of Spanish-speaking children. It may include preparation for helping adults to have better recreation, to start a parent-teacher club, to build community lecture courses and other cultural programs, or to organize nutrition classes. It should include practice in helping community agencies develop cooperative programs.

Provides for students in training or for teachers in service the experiences which lead to sympathy and respect for the people of other American countries, and for the children of Latin-American descent.—These include enjoyment of Latin-American drama, music, art, and literature; listening to Latin-American speakers and entertaining classroom visitors from Latin America; travel in other American countries. Particularly, teachers of children of Spanish-American descent need friendships with well-educated and well-to-do Latin Americans and with the less fortunate and opportunities to work cooperatively with them. Lack of sympathy on the teacher's part is a tremendous barrier to the progress of Latin-American children in our country.

Utilizes the cooperative contributions of entire staffs and community agencies.—No well-rounded program either of in-service or of pre-service preparation can be achieved without the cooperation of all departments of the institution and with community agencies. The guidance of many departments is needed for the selection of materials; for teaching skills, such as dancing or weaving; for learning to work better with community groups; for guidance in child development; for health, nutrition, recreation; for accurate factual background and understanding. Community agencies such as public health, libraries and museums, recreational and cultural groups enrich the program. Although such cooperation is essential, whether it is secured by the operation of advisory committees or other means is a matter of administrative convenience in each individual institution or department.

THERE'S MUCH RESEARCH TO BE DONE!

Activities of the centers suggest two fields of experimentation in which the demonstration or experimental center is useful. One is research in the preparation of teachers for inter-American education. The other is research in child development in relation to international understanding, with consideration for meeting children's needs and interests in this respect. The following problems are among those which might be investigated:

Research in the Preparation of Teachers

Student teachers whose activities in inter-American education will be with English-speaking children only, require one type of education; those who will teach in schools where there are children of Latin-American descent may need another type. Problems for research concerned with either group of students can be discussed from the standpoint of the development of attitudes, nature and administration of practice teaching required, and professional subject-matter courses. For example:

Development of attitudes.—For students who will teach English-speaking pupils, evaluation should be made of contacts with young people from other American countries in the development of desirable attitudes. The centers at National College of Education, Pennsylvania State College, and Syracuse University are among those that emphasized this type of preparation by organizing activities in which students from different countries cooperate. Latin-American houses where Latin-American students and United States students live together are another means that has been tried. Discussion courses in geography and history might be compared with the lecture type of course.

In the study of attitudes of students who will teach Spanish-speaking children, analysis should be made of prejudices which cause them to avoid the necessary preparation either in college courses or student teaching. For example, how can students' prejudices be eliminated so that they will be willing to enroll for the proper work in college to meet their needs? In four of the centers of the Southwest this barrier was met. It is complained of in other institutions. What can be done to help student teachers discover that teaching Latin-American children is pleasant and inspiring and that these children have attractive characteristics? Reports of Incarnate Word College Center, p. 63, show definite change of attitude on the part of student teachers, apparently as a result of observation and participation in teaching Latin-American beginners. There was a favorable attitude on the part of students who observed in the demonstration room at Sul Ross Texas State College, p. 79. Colleges that have such success should analyze their work and publish their findings. What effects have travel in Latin-American countries on the attitudes of teachers and student teachers? Teaching for a year or so in a Latin-American country? What type of guidance is needed for this?

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Nature and administration of student teaching.—As for student teaching in the English-speaking field, we should decide how much time relatively out of all practicing requirements can be given to inter-American education. Further experimentation with the use of the inter-American workroom for student teachers should be made. Plans should be developed for having student teachers take part in community activities.

Study should be made of the practice-teaching program required for students who will become teachers of Spanish-speaking children to find how much actual teaching of Spanish-speaking children under guidance should be provided. What types of community activities are practicable for student participation? What type of student guidance should be given, such as consultation with college staff members?

Professional subject matter.—Studies should be made of content offered. How much can be offered for inter-American education, considering the total field of international educational relations? How does the lecture course on Latin-American history or geography compare with the workshop course?

The content and type of pre-service courses for students who will teach Spanish-speaking children should be studied. For example, what arrangements can be made for students to have courses in Latin-American music and dancing? In handicrafts and art? What type of study in health and nutrition is desirable to meet school and community needs in Spanish-speaking communities? What preparation can be given in curriculum development for Spanish-speaking communities? In speech and in the teaching of English as a foreign language, what preparation is needed? What type of guidance should student teachers have for helping Latin-American children avoid or overcome speech difficulties? How much knowledge of the Spanish language is it practicable to include in the preparation of teachers who will teach Spanish-speaking children? How may Spanish courses be developed which are adapted to the needs of these teachers; which, for example, enable them to meet Spanish-speaking parents and talk with them about their children, or to understand the needs of children who have not learned English?

For teachers in service, manuals should be prepared and tried for many types of teaching, and for motion pictures and phonograph recordings.

Research in Problems of Child Development

Research in the preparation of teachers whether for inter-American education or for other fields, can hardly be considered apart from research in the problems of child development, for on the findings of the latter depends the type of education teachers should have. Furthermore, a part of the preparation of teachers should be the development of a sensitiveness to the problems and findings of research in child development. To this end teachers should be taught how to observe children, how to develop the

programs which will lead to improvement, how to see what is significant, and how to write down observations in diary or anecdotal form or in other informal ways so that they will be useful to other observers; and how to apply these general skills in the field of inter-American education.

The research needed with respect to child development for better inter-American relationships deals with: (1) the child himself of either English-speaking or Spanish-speaking origin—what he needs to know and what he knows to begin with; (2) the home and its influence on the development of the child and on the program of the school in inter-American knowledge and attitudes; (3) the child's relation to the community and the community and its influence on the child; (4) materials of instruction about other American countries and their relation to the growth of the child; (5) the instructional program in inter-American education in its relation to child development. In the application of research findings, children should always be considered as individuals, with individual rather than group characteristics and child growth should not be isolated, but should be considered in school, home, and community situations. The following studies could be made in the five fields mentioned above:

The child himself.—The English-speaking child needs to gain and use the information which will help him understand the problems of inter-American relationships at his level of growth. More research should be done to discover what these problems are at different ages. We also need to know what experiences children have and what they know at different ages to help carry them further toward inter-American understanding. If a child has Spanish-speaking acquaintances he may need special guidance in getting along with them without building prejudices. Study is needed in this field. More schools might try the language-pal idea suggested on page 85, and keep anecdotal and diary reports on the children's development.

Spanish-speaking children's needs should be studied to the end that a program may be provided which really educates. How well nourished are Spanish-speaking children in different communities? What nutrition and health lacks, if any, are typical of Spanish-speaking children of different communities or regions, as southern Colorado, or southwestern Texas, or southern California? What are the problems of Spanish-speaking children in getting along with English-speaking children? Are communities different in this respect, and what are the factors that teachers should understand? What characteristics, or handicaps, have Spanish-speaking children growing up in the United States that call for understanding and sympathy? For special guidance? What will they do in life and what occupational preparation should be offered? What special ability do they need in handling money, in buying or in other economic activities?

The home and its influence.—More studies should be made of the influence of the child's home background in developing intercultural appreciation and understanding. In the case of the English-speaking child, some

homes have stronger racial prejudices than other homes. What are these? What gave rise to them? How can the children be taught differently without mental conflict? What can English-speaking homes contribute in the development of inter-American understanding and friendship?

The Spanish-speaking child's background is hard for the English-speaking teacher to understand. How can her education be planned to help her? The Latin-American teacher usually knows the Spanish-speaking child's background or has a feeling for it. The English-speaking teacher can never hope to give adequate guidance to Latin-American children unless she has knowledge and understanding of their home, language, culture, and economic situation. Here are fields for research.

The child's relation to the community.—There is a field for study of ways in which the activities of the school and other community agencies in inter-American education can be coordinated. Adult education on the side of good neighborliness is a factor in immediate achievement of the goal. Schools can take the initiative if they will. More programs should be developed for further experimentation in English-speaking communities.

Studies should be made of the Latin-American community in the United States—of its organizations and their influence on the people, of ways of using these in the education of English-speaking and Spanish-speaking children. Opportunities for children to take part in school-community activities should be studied (45). Programs of community improvement with children taking part as herein reported by the Adams State College [illegible] should be studied and developed further.

In some communities, Spanish-speaking Americans have not been absorbed into the complete life of the community. English-speaking and Spanish-speaking people live apart from each other so far as education and social and economic participation in the life of the community are concerned. Sometimes efforts to bring the two groups together, perhaps too precipitately, have resulted in friction and further rupture. Research is needed in the field.

Materials of instruction.—Many present bibliographies of children's materials for inter-American education are several years old. New ones should be made, or the old ones should be brought up to date. Teachers in the centers, such as Winfield, Kans., Washington State, and San Bernardino, Calif., say that not enough simple factual materials about other American countries are on the market. New materials of this type should be developed. High-school teachers report that they cannot find enough Latin-American literature for use in their classes. Teachers in all centers want more songs and music, recordings, and films than are at present available.

Teachers of Spanish-speaking children express the need for informational materials based on the experiences of Spanish-speaking children. For their overage pupils, many ask for materials which are easy to read,

but mature in ideas. San Marcos Center especially pointed out this need. Spanish-speaking children in rural schools need reading materials which are based on Latin-American ways and on country life and lead to understanding of other ways of life. This was emphasized by staff people in Alamosa Center. Materials should be tried with children before they are published. There is a wide field for experimentation with textbooks, factual reading, stories, and picture books adapted to the experiences and needs of Spanish-speaking children, both in rural and in city areas. Teachers colleges and public and private schools can well contribute to both types of research. Publications by Southwest Texas State Teachers College illustrate another type of material that might well be further developed, tried, and evaluated (*Bibliography, 37, 39, 40, 44, 45, page 100*).

The instructional program.—Among problems for research on instruction are: What international understandings can children develop at different ages? Can these be more thoroughly achieved in a creative program than in a formal program? What are the advantages of the two types of programs in social development aside from gaining information? In communities where English-speaking children have many contacts with Spanish-speaking children, are there educational advantages in having the Spanish language taught in the elementary school?

Looming up in needed research on the instructional program for the Spanish-speaking child are such questions as:

How can we evaluate the various ways of teaching Spanish-American children to speak English, such as (1) the formal method through separate words and sentences dictated by the teacher and drilled on under her direction; (2) the activity approach in which children take part in activities and gain experiences through doing things and taking excursions, so that they have interesting things full of meaning to think about and to express in English spontaneously and on their own initiative; (3) the combination of different ways at once, as presenting English words, spoken and written or printed, English sentences spoken and written or printed, and phonics in connection with all three? Would one of these approaches be better than the others for untrained teachers? for overcrowded classrooms? for the average classroom? What is the relation of the way a child is taught in the lower grades to halting or broken speech in the upper grades? What is the relation of language difficulties to dropping out of school? What are the effects of segregation on learning?

What are effective ways of teaching English to Spanish-speaking beginners? For example, why do not interested teachers or supervisors develop lists of words to be taught pre-first-grade children which are adapted in the following ways: (1) begin with English words which have no pronunciation difficulties for people of Spanish speech; (2) include the first things which Spanish-speaking children need to learn to say and understand in English in order to be at home in the school situation; (3) include

many words which the children will need to know in using their first pre-primers and primers. More studies should be made of Spanish-speaking children's difficulties with English, and ways of overcoming these. Examples are the Kingsville studies p. 80.

Should more craftwork be provided for Spanish-speaking children? Should there be two types of program in the elementary school—one in which certain pupils do less academic work and more craftwork and eventually enter occupational rather than academic classes in the upper grades or high school, and another of the academic type for the students who are more "abstract-minded"? Or should more fine arts and craftwork be given to all students in mixed groups, with individual instruction as needed in helping all to achieve the quality of education which meets individual needs and abilities at the proper stage of development? What phases of consumer education are especially useful for children in Spanish-speaking communities in order that they may buy and use wisely the products of the United States culture and adapt themselves advantageously to our economic system?

Comparisons should be made of the educational value of mixed groups of Spanish-speaking and English-speaking pupils and segregated groups. In such studies progress in ability to use English should be considered along with social outcomes and community development.

WHAT OF TOMORROW?

As the inter-American teacher-education programs draw to a close, formally, the world faces the turmoil of readjustment after war. We are reminded that following the First World War, the Nation's interests became limited to internal development and reconstruction to such an extent that some of our neighbor nations lost faith in the genuineness of our proffers of friendship. We should not again be guilty even of the appearance of this insincerity. Our interest in the good-neighbor policy should not be allowed to decline as our need for defense disappears and we again take up the activities of peace. For this reason it is important—even vital—first that inter-American education be continued in the regular school program and that the schools also maintain their Pan American Day celebrations, their Pan American Clubs, their inter-school correspondence with students of other American countries; and, second, that we should not relax our efforts to secure equality of educational opportunity for the children of Spanish-speaking Americans, with teachers especially educated to meet school and community needs of our Spanish-speaking citizens.

The activities of the 22 centers in the education of teachers have shown the usefulness of experimental centers in trying new ideas and plans in inter-American education. All have demonstrated the spirit of informal research in a field that was relatively new to them. Working ahead during the third year of the project, on greatly reduced funds, all of the centers

nevertheless now carry on worthwhile programs in their own schools on their own initiative. All continue to maintain consultation service for teachers of neighboring schools who come to the centers. Directors and other staff members and team members feel that centers and cooperating schools receive mutual benefits. They recommend the experimental center to teacher-preparing institutions, State and county educational departments, and public schools, first as a means of staff improvement, and, second, as one of the services which any educational agency can provide for teachers of the neighboring schools who look to it for guidance, especially in fields of such national and international significance as inter-American education.

VI. APPENDIX

LOCATION OF THE CENTERS AND PERSONS IN CHARGE

Pre-service Education for Teachers of English-speaking Students

Place	*Persons in charge*
Springfield, Mo. Southwest Missouri State Teachers College	Roy Ellis, president of the college R. A. Wiley, director of inter-American workroom
New Haven, Conn. New Haven State Teachers College	L. Ware Ireland, president of the college May Hall James, director of workroom
Huntington, W. Va. Marshall College	J. D. Williams, president of the college Mrs. Mary Jo Stephens, director of workroom
Milledgeville, Ga. State College for Women	Guy H. Wells, president of the college Bernice Freeman, director of workroom
Trenton, N. J. State Teachers College	Roscoe L. West, president of the college Evelyn E. Tilton, director of workroom
De Kalb, Ill. Northern Illinois State Teachers College	Karl L. Adams, president of the college Bertha M. Bellis, director of workroom

In-service Education for Teachers in English-speaking Schools

Albuquerque, N. Mex. City Schools	John Milne, superintendent of schools Eleanor Mazurek, coordinator, junior and senior high schools, and center director Erna Schroeder, elementary supervisor, and center director
Webster Groves, Mo. City Schools	Charles E. Garner, assistant superintendent, and center director Virginia Doud, assistant director
Pennsylvania State College State College, Pennsylvania and State College Public Schools	P. C. Weaver, director, School of Education, and center director Florence Taylor and W. H. Gray, assistants
Syracuse, N. Y. Syracuse University	William T. Melchior, professor of education, and center director Margaret Phelps, assistant director
Olympia, Wash. State Education Department	Mrs. Pearl A. Wanamaker, State superintendent of public instruction, and center director Vernon E. Anderson, curriculum director, and assistant center director Marcella Lawler, high school supervisor, and assistant center director
Winfield, Kans. City Schools	Evan E. Evans, superintendent of schools, and center director Lydia Bernstorf, chairman, inter-American committee

Place	*Persons in charge*
San Bernardino, Calif. San Bernardino County Schools	Doris Sischo, acting county superintendent of schools Mrs. Ruth Reed Goodman, general supervisor, and inter-American center representative Beulah Wolf, director of education
Detroit, Mich. City Schools	Manley E. Irwin, supervising director, division of instruction, and center director Laura Osborn, supervisor, inter-American affairs, Detroit public schools and Wayne University
Denver, Colo., School of Education, University of Denver	Wilhelmina Hill, associate professor of education, and center representative Also Charles Coxe, Mrs. Elizabeth Pesman, Virginia Stearns, and Elizabeth Craven
Evanston, Ill. National College of Education	Edna Dean Baker, president of the college, and chairman, general inter-American education committee Agnes L. Adams, co-chairman Matthew P. Gaffney, chairman, New Trier sub-committee K. Richard Johnson, chairman, National College of Education subcommittee
Pre-service and In-service Education for Spanish-speaking Students	
San Marcos, Tex., Southwest Texas State Teachers College	J. G. Flowers, president of the college Willa Vaughn Tinsley, center director E. D. Wiley, chairman, executive committee Fred Kaderli, superintendent of city and laboratory schools
San Antonio, Tex. Incarnate Word College	Sister M. Columkille, president of the college Sister John Marie, center director Sister Mary Magdalen, director of education, and special center consultant Josephine Coindreau, research assistant, and demonstration teacher Sister M. Clement, dean of instruction
Alamosa, Colo. Adams State College	Ira Richardson, president of the college Luther Bean, center director Achsa Nash, visiting teacher Eva Borrego, project supervisor and visiting teacher
Alpine, Tex. Sul Ross State Teachers College	H. W. Morelock, president of the college G. P. Smith, director of inter-American workshop Mrs. S. W. Bass, demonstration teacher T. H. Etheridge, project supervisor Mrs. T. H. Etheridge, demonstration teacher
Kingsville, Tex. Texas College of Arts and Industries	E. N. Jones, president of the college J. DeWitt Davis, center coordinator

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Place	*Persons in charge*
San Dimas, Calif.	
Claremont Colleges for San Dimas Inter-cultural Center	Elis M. Tipton, vice principal San Dimas School, and director, San Dimas inter-cultural center
	Mrs. Helen Juneman, vice principal
	F. W. Ekstrand, district superintendent
	George Bell, principal, Bonita High School

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